

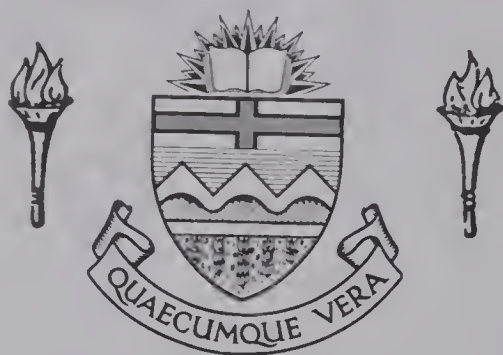
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THE UNIVERSITY OF ALBERTA

A DESCRIPTIVE STUDY OF THE CAREER PATTERNS OF THE 1968-69
POPULATION OF ALBERTA SUPERINTENDENTS

by



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A THESIS

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The undersigned certify that they have read and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "A Descriptive Survey of the Career Patterns of the 1968-69 Population of Alberta Superintendents," submitted by Marian Alfred Weleschuk in partial fulfillment of the requirements for the degree of Master of Education.

ABSTRACT

The purpose of this study was to identify and to describe the career patterns of superintendents in Alberta. The responses of sixty-nine superintendents to the Career Pattern Questionnaire provided the major source of data. Additional data were obtained from the Department of Education Annual Reports, 1958 to 1968 inclusive.

This study revealed that most of the superintendents were married men who supported three or four dependents. More than half were below the age of fifty years and the largest percentage came from homes where the fathers were farmers. The majority of the superintendents received their initial teacher training in Alberta.

At the university level they attained a mean of 5.3 years of professional training and tended to specialize in either mathematics or history at the undergraduate level. At the time of this study (1969) most of the Alberta superintendents held a master's degree, and had had training in educational administration.

The data in this study indicated that superintendents had held very few teaching positions prior to being appointed to the superintendency. This tendency was revealed by the data which showed that the number of years that superintendents had spent in administration and the number of years that they had been in teaching were almost the same. The data also revealed that many of the superintendents gained their administrative experience in rural areas or small towns.

Slightly more than half of the respondents stated that their

initial work experiences were in public education; the others had had work experiences in unskilled, skilled, and clerical occupations. It appeared that for many of the superintendents the first stable work period in their careers was in administration at the school level.

Although many of the superintendents had had experience as vice-principals, the predominant career pattern of the superintendent tended to be teacher-principal-superintendent.

A survey of the tenure of all persons who had held superintendencies during the 1958-59 to 1968-69 period revealed that the Alberta superintendent spent approximately 3.5 years in a superintendency before changing locations. In transferring from one superintendency to another, the destination of the transfers tended to terminate in geographic locations on, or close to the Edmonton-Calgary and the Calgary-Lethbridge axes. The superintendency turnover averaged approximately 13 per cent per year, with maximum changes occurring during 1961-62, 1964-65, and 1967-68 school years.

ACKNOWLEDGEMENTS

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M. A. W.

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CHAPTER I

DEFINITION OF THE PROBLEM

I. INTRODUCTION

The position of superintendent of schools can be crucial to the successful operation of the total school system which he administers. Since the functions of the superintendent are so varied and complex, it is difficult for those who are responsible for the recruitment of education's chief administrators to determine the combinations of personal background, professional training, and teaching and administrative experiences that will lead to the emergence of an effective superintendent. Although several administrative role studies have been undertaken in the past, there has been no comprehensive study of the career pattern of the Alberta superintendent. Authorities responsible for hiring personnel for the superintendency could use, for comparative or evaluative purposes, the information on the career histories of men who occupied this position. Before established policies and procedures for selecting Alberta superintendents can be reinforced, modified, or changed, the persons authorized to recruit superintendents should have an accurate picture of the career development of men who have advanced to the superintendency. This study will provide current information on the career patterns of the personnel in Alberta superintendencies during the 1968-1969 school year.

II. THE PROBLEM

Statement of the Problem

The purpose of this study was to survey and to analyse the career patterns of the 1968-69 population of locally and provincially-employed school superintendents in Alberta. The following three questions provided the foci for this study: (1) What were the personal and professional backgrounds of persons who attained the position of superintendent of schools in Alberta? (2) What were the occupational patterns of Alberta superintendents? and (3) What were the tenure patterns within the Alberta superintendency during the 1958 to 1968 period?

Statement of the Sub-problems

1. First, to provide information about the personal and professional backgrounds of school superintendents in Alberta the following questions were raised:

- (a) What was the age range of Alberta school superintendents in 1968-69?
- (b) What was their marital status?
- (c) How many dependents did they have?
- (d) What salaries did the superintendents earn in the 1968-69 school year?
- (e) What were the occupational backgrounds of their fathers?
- (f) What was the educational attainment of their fathers?
- (g) What was the nature and extent of the professional

training of Alberta superintendents?

- (h) Where did they receive their professional training?
- (i) What was the extent of their teaching experience?
- (j) What was the nature and extent of their administrative experience prior to their appointment to the superintendency?
- (k) What types of positions did the superintendents hold prior to their appointment?
- (l) What was the length of tenure in each administrative position?
- (m) Was the superintendent appointed from within or from outside the school system in which he served?
- (n) Were there differences in the personal and the professional backgrounds among divisional, county, and district superintendents?

2. Another sub-problem of this study was to analyse the occupational patterns of the 1968-69 population of superintendents in Alberta. The questions related to this sub-problem were:

- (a) What were the initial work experiences of superintendents?
- (b) What types of positions did the superintendents hold during their trial work period?
- (c) What types of positions did they occupy during their first stable work period?
- (d) What were their occupational patterns?
- (e) Were there differences among the occupational patterns of district, divisional, and county superintendents?

- (f) Were there differences between the occupational patterns of provincially and locally-employed superintendents?
- (g) Were there differences in occupational patterns associated with differing occupational backgrounds of fathers of superintendents?
- (h) Have occupational and career development patterns changed over the years?
- (i) Were there differences between the career patterns of older and younger superintendents in Alberta?

3. The third sub-problem involved surveying the tenure, turnover, and mobility in the Alberta superintendency during the 1958 to 1968 period. The questions asked were:

- (a) What was the rate of turnover for incumbents of the position of superintendent?
- (b) What was the length of tenure in the superintendency?
- (c) What was the rate of new appointments, transfers, returns to positions, and exits in the superintendency?
- (d) Did Alberta superintendents exhibit a pattern of geographical mobility?
- (e) What were the destinations of men who left the superintendency?

III. IMPORTANCE OF THE STUDY

There are at least three ways in which this study may benefit school administrators. First, it may be useful to the Department of Education in assessing established policies for recruiting superintendents. The importance, to the Department, of information of this type was indicated by T. C. Byrne, Alberta Deputy Minister of Education. In a letter supporting the University of Alberta, Career Pattern Study of Administrators in Alberta, he stated:

Anything that adds to our understanding of recruitment and selection of top executives in the field of education should prove useful to all organizations in preparing and employing administrators.¹

Second, legislation enacted by the Alberta government during the 1968 legislative session enabled divisions and counties to employ, subject to the approval of the Minister of Education, their own superintendents. Comprehensive information on career patterns of Alberta superintendents may assist school boards in the development of policies for the recruitment and selection of locally-employed superintendents.

Third, this study may provide information which will guide experienced educational personnel in preparing for and qualifying for the position of superintendent of schools. The need for this type of information was stated by Campbell, Corbally, and Ramseyer:

As one contemplates entering a profession, the question concerning ways to attain one's aims in that profession is bound to come up. Although matters of competency and on-the-job performance are

¹Statement by Dr. T. C. Byrne in letter, December 5, 1968.

important in answering this question, it is also true that certain procedural matters are involved. For example, a man who desires to be a county superintendent will want to know what series of positions seems most likely to lead there.²

Toombs holds a similar view. He says:

One of the interesting problems in educational administration, particularly to one intent upon entering the field, is centered in the question, "How does one become a school principal or a superintendent of schools in Canada?"³

In summary, a comprehensive collection of demographic data on provincially and locally-employed superintendents will provide valuable information about the career development of the chief administrative officers in Alberta school systems. In addition to aiding the Department of Education and local school boards to establish or to modify selection policies and recruitment procedures, this information could motivate qualified educators to pursue a career in administration. To the aspiring school administrator the information presented may be useful in evaluating different career alternatives.

IV. DEFINITION OF TERMS

Provincially-employed superintendent. In this study the term provincially-employed superintendent will refer to a superintendent who is appointed and paid by the Department of Education, that is, superintendents of divisions and counties, the superintendent-at-large, and

² Roald F. Campbell, John E. Corbally and John A. Ramseyer, Introduction to Educational Administration (Boston: Allyn and Bacon, 1964), p. 407.

³ W. N. Toombs, "Administrative Requirements of Principals and Superintendents," Canadian Education and Research Digest, 2:55 (March, 1962).

superintendents of the Edmonton and Calgary non-divisional districts.

Locally-employed superintendent, refers to a superintendent who is selected, hired, and paid by a local school board, that is, superintendents of districts. This category includes superintendents of schools for Canadian Military bases in Alberta.

Laborer. A person whose occupation does not require specialized knowledge or training, that is, farm workers, miners, meat packers.

Farmer. A person who operates a business which produces agricultural, garden or dairy products.

Skilled worker. A skilled worker is one who possesses special skills related to the trades. Carpenters, electricians, mechanics, machine operators, printers, and other similar occupations belong to this category.

Clerical worker. An occupational category which includes secretaries, business machine operators, cashiers, and bank tellers as well as all types of sales personnel.

Proprietors and managers. This category consists of self-employed proprietors and people who manage departments or businesses.

Professional workers. Occupations which require special knowledge, and a long period of training at the university level, that is, doctors, lawyers, nurses, and teachers.

Initial work experience. The first job held for more than six months and less than one year.

Trial work period. Consists of all the jobs held for a period of more than one year and less than three years, after leaving high

school.⁴

Stable work period. Refers to a period of work in which the worker remains in a given position for three years or more.⁵

Vertical mobility. Refers to occupational advancements, through levels, which result in higher professional, social, and economic status.

Horizontal mobility. A change in position without an accompanying elevation in social and professional status.

Occupational pattern. An occupational pattern consists of a series of related positions leading from the position of entry into an occupational field to the position from which exit is made.

Career line. A career line is a path traced by a series of identical vertical and horizontal movements made by a worker as he moves from position to position. The line marks the level and the length of tenure in each position.

Career pattern. A career pattern is a composite picture of all the elements which constitute an individual's career. For this study the elements included are father's background, personal background, professional training and experience, and occupational patterns. The terms career development and career pattern are used synonymously.

Administrative positions. All positions which are occupied by full-time or part-time professional personnel who are engaged in planning, organizing, and managing school programs. The administrative

⁴Delbert C. Miller and William H. Form, Industrial Sociology (New York: Harper and Row, Publishers, 1964), p. 542.

⁵Ibid., p. 543.

tasks that they perform are not directly related to teaching pupils. In this study the positions of assistant principal, vice-principal, principal, administrative central office positions, assistant superintendent, and superintendent will be considered administrative positions.

V. ASSUMPTIONS, DELIMITATIONS AND LIMITATIONS

Assumptions

For the purpose of this study it was assumed that:

- (1) The policies governing the selection of superintendents remained stable over the years and that these policies were reflected in data obtained from the superintendents.
- (2) The number of suitable candidates available exceeded the number of positions to be filled.
- (3) The information given by the respondents was accurate.

Delimitations

- (1) Only superintendents who held positions in the Province of Alberta in 1968-69 were included in the demographic part of this study.
- (2) For the analysis of changes in the superintendency, only the data for the 1958-68 period were used.
- (3) The findings are based on the responses of sixty-nine Alberta superintendents.

Limitations

- (1) One weakness of the questionnaire approach to gathering data is that information which is unavailable to, or forgotten by, the respondent cannot be obtained.

(2) The meanings intended by certain questionnaire items may have been misinterpreted by the respondents.

(3) Exact destinations of locally-employed superintendents who left the superintendency were not known.

(4) The problems selected for this study, the classifications used, and the interpretation of the data were influenced by the values held by the researcher.

(5) The survival group of superintendents holding positions in 1968-69 may not have been a representative sample for the time periods studied.

(6) The number of cases in some of the sub-group cells was small.

CHAPTER II

REVIEW OF THE LITERATURE

A survey of the literature revealed that there were very few published works directly related to the topic of career patterns of educational administrators. However, several authors have stressed the importance of career patterns in providing a rational basis for developing organizational career policies, and for directing the aspirations of organizational personnel.

Career Patterns

Martin and Strauss state that over a period of time the paths of movement of personnel through the system of positions in an organizational structure tend to become somewhat stabilized. Patterns of vertical and horizontal movement evolve to form various types of career lines which terminate at different levels of management. Once a career line is established an organization member can assess his own position and his potential for future advancement. Knowledge about organizational job patterns, and age, training, and experience requirements, enables him to judge his present progress and future possibilities with considerable accuracy. For the top levels of management, information about career patterns is necessary in order that competent and trained individuals can be moved into the right places at the right

time, to gain the experience needed for further advancement.¹

Becker and Strauss suggest that, in bureaucracies, the highest posts often do not go to those people who have come up through the ranks but to "irregulars"--those with certain kinds of experiences or qualifications not necessarily acquired by long years of service. They indicate also that some career routes may be more expedient than others in reaching posts of high prestige.² Abbot suggests that the system of promotion is one of the most relevant factors which alter individual behavior within an organization.³

Campbell, Corbally, and Ramseyer trace the route followed by American administrators in advancing to a city superintendency, stating:

The route to a city superintendency was considered to be a fixed or standard route from which one detoured only at his peril. A person began as a high school teacher of some subject, probably social studies, and perhaps also as a coach. From here, he became a high school principal and then moved on to a small superintendency. After one or more steps through larger superintendencies, he arrived at the city superintendency.⁴

Campbell et al. also say that length of tenure is a factor in promotion. Once a person enters the promotion stages his progress depends upon the amount of time he spends at a given level rather than upon his competence

¹Norman Martin and Anselm Strauss, "Patterns of Mobility Within Industrial Organizations," The Journal of Business, XXIX (April, 1956), pp. 101-02.

²Howard Becker and Anselm Strauss, "Careers, Personality, and Adult Socialization," The American Journal of Sociology, LXII (November, 1956), pp. 253-65.

³Max C. Abbot, "Intervening Variables in Organizational Behavior," Educational Administration Quarterly, I (Winter, 1965), p. 10.

⁴Roald F. Campbell, John E. Corbally, and John A. Ramseyer, Introduction to Educational Administration (Boston: Allyn and Bacon, 1962), p. 407.

for the next level.⁵

Occupational Mobility

Blau and Duncan, in their discussion of occupational success, suggest that social origin, education, and career beginning account for approximately one-half of the variance in occupational achievement. However, they add that as a man gets older, his past career becomes a more important influence for his subsequent career and other influences become less and less important.⁶

A study by Vroom and MacCrimmon considered the probability of career movements by managers and professionals within organizations. They conclude that studying the inter-positional mobility of the manager may help to explain his behavior. They state that:

Thus, his attitude toward his position may be more affected by information about the properties of expected future positions than by the intrinsic properties of his present position. The choices he makes, such as whether to join an organization, whether to transfer to another location or function, or whether to leave to join another organization, may depend less on the properties of the immediate position, than on the expected rewards connected with future positions.⁷

According to Vroom and MacCrimmon, recording the observed mobility patterns of organizational members may provide information useful in manpower planning within the organization.

⁵ Ibid., p. 408.

⁶ Peter M. Blau and Otis D. Duncan, The American Occupational Structure (New York: John Wiley and Sons, Inc., 1967), p. 403.

⁷ Victor H. Vroom and Kenneth R. MacCrimmon, "Toward a Stochastic Model of Managerial Careers," Administrative Science Quarterly (June, 1968), p. 27.

Miller and Form classify the lifework pattern of a typical worker into five categories: (1) preparatory, (2) initial, (3) trial, (4) stable, and (5) retirement. The initial, trial, and stable periods encompass most of the work adjustments made by working people. The periods of the life-work pattern reflect the aspirations of workers as they look to the future. Professional workers differ from non-professional and unskilled workers in their initial, trial and stable work periods. In their study of the work histories of various socio-economic groupings, the researchers found that the highest degree of occupational stability is commonly achieved by workers in the professional, proprietary, and skilled classifications.⁸

Seeman, in his study of social mobility and administrative behavior, found that the distinction between an orientation toward "mobility" as against "achievement" (in the sense of low priority on status concerns) was predictive of the intra-organizational behavior of the executive. This distinction can help the organization predict the executive's readiness to accept organizational change, his application of firm controls, and his responsiveness to the needs of group members.⁹

Carlson studied two types of superintendents--the place-bound and the career-bound. He found that these two types performed the executive

⁸Delbert C. Miller and William H. Form, Industrial Sociology (New York: Harper and Row, Publishers, 1964), pp. 573-82.

⁹Melvin Seeman, "Social Mobility and Administrative Behavior," American Sociological Review, XXIII (1958), p. 642.

role in different ways. The place-bound tended to maintain the status quo, while the career-bound attempted to change the system. Furthermore, knowledge of the origin of the superintendent with respect to the system, that is, whether he was an insider or an outsider, allowed one to predict whether he will tend to maintain or change the system.¹⁰ The implication of this study is that the career pattern can tell the employer much about the way the individual will relate to the organization.

Sampson studied the methods of selection, and the conditions of employment of provincially-appointed superintendents in Canada. He found that the major criteria used by departments of education in making selections for the superintendency were those of age, academic preparation, and experience. Both administrative and secondary school teaching experience were pre-requisites for the position. Sampson's profile of a "typical" Canadian superintendent revealed that he is around fifty-one years of age, was probably born and educated in the province in which he now holds his superintendency, and has been in education for about twenty years. During his teaching career he moved up the ranks to the position of principal and was subsequently appointed to the superintendency.¹¹

¹⁰Richard O. Carlson, Executive Succession and Organizational Change: Place-bound and Career-bound Superintendents of Schools (Danville: Interstate Publishers, Inc., 1962) p.81.

¹¹Leonard P. Sampson, "A Survey of the Methods of Selection and the Conditions of Employment of Provincially Employed Superintendents and Inspectors of School in the English Speaking Provinces of Canada" (unpublished Doctoral dissertation, The University of Alberta, Edmonton, 1965).

SUMMARY

This brief survey of the literature indicates that social scientists who have studied large organizations have found that certain well-established career mobility patterns do exist. They indicate that knowledge of these patterns and promotional procedures have been used by management and the worker to make rational plans for the future.

Various studies have attempted to provide a model for describing the various populations of workers and depicting the movement of management personnel through various jobs to reach top administrative positions.

To date little has been done in Canada to describe the career patterns of school superintendents.

CHAPTER III

COLLECTION OF DATA AND METHOD OF STUDY

This chapter describes the sources of information used to provide the data on career patterns of school superintendents in Alberta. Methods used in analysing the data are also presented.

I. SOURCES OF INFORMATION

Career Pattern Questionnaire

Most of the data used in this study were obtained from a questionnaire developed by Thiemann¹ for the purpose of studying career patterns of educational administrators in Alberta. Data provided by the responses to part one of the questionnaire were used in the analysis. A copy of the questionnaire is included in the appendix.

Alberta Department of Education Annual Reports

Information on appointments, transfers, retirements, and exit destinations of provincially-employed superintendents were obtained for 1958 to 1968, inclusive, from the Annual Reports of the Alberta Department of Education.

¹F. C. Thiemann, "Career Pattern Questionnaire, form 1a EA" (Edmonton: Department of Educational Administration, The University of Alberta, 1968).

II. COLLECTION OF DATA

The population of superintendents in Alberta during the 1968-69 school term included nineteen locally-employed and sixty-one provincially-employed superintendents. The total number was eighty. The questionnaire was mailed to all superintendents in Alberta. A self-addressed business reply envelope was enclosed. The completed questionnaires were received by Professor Thiemann and made available to the investigator for the purpose of this study.

After six weeks, follow-up letters and copies of the questionnaire were sent out to those superintendents who had not responded. Although very few additional replies were received after the first follow-up, no further attempt to obtain more responses was made.

Table I shows that thirty divisional, twenty-five county, and fourteen district superintendents responded to the questionnaire. A total of sixty-nine (86.3 per cent) completed questionnaires were returned.

III. TREATMENT OF THE DATA

In order to determine whether there were differences in career patterns among superintendents with differing backgrounds, selected sub-samples were formed. The sample was sub-divided according to the criteria which follow: (1) type of superintendency, that is, whether division, county, or district, (2) year of appointment to the superintendency, and (3) occupation of the superintendent's father.

Since counties and divisions differ in their organization for

TABLE I
DISTRIBUTION OF QUESTIONNAIRES RETURNED BY
ALBERTA SUPERINTENDENTS

Administrative unit ^c	Number sent	Number returned	Percentage returned
Divisions	34	30	88.2%
Counties	27	25	92.6
Districts ^a	19	14	73.7
Totals	80	69	86.3

^aAll school administrative units employing their own superintendents. Most of the superintendents of counties and school divisions are appointed by the Department of Education. No replies were received from locally-employed superintendents of divisions and counties.

school government, it was possible that the career patterns of men who chose to remain in these administrative units were different. Therefore, although most of the divisional and county superintendents are provincially appointed, they were grouped separately for the purpose of this study.

Secondly, to determine whether career patterns had changed over the years, the respondents were sub-divided according to their year of appointment. The time periods used were: (1) 1935 to 1948 inclusive, (2) 1949 to 1958 inclusive, and (3) 1959 to 1968 inclusive.

The third criteria for sub-dividing the sample was used to reveal differences in career patterns related to the occupational background of the superintendent's father. The categories used were: laborer, farmer, skilled worker, clerical worker, managers and proprietors, and professional workers.

The information obtained from the respondents was compiled in tabular form. Percentages, modes, and means were used in making comparisons and drawing inferences from the data.

CHAPTER IV

DESCRIPTION OF THE PERSONAL AND PROFESSIONAL BACKGROUNDS OF SUPERINTENDENTS IN ALBERTA

The purpose of this chapter is to portray the personal and professional characteristics of Alberta superintendents. A descriptive analysis of their personal and professional histories may provide an insight into the type of background possessed by those who attained the position of superintendent.

I. PERSONAL BACKGROUND

Age, Sex, and Marital Status

All responding superintendents in Alberta were men and all except one of those who responded to the questionnaire were married. Table II shows the age distribution of Alberta superintendents. About one-third of the superintendents were in the age group 50 to 59 years. Fifty-eight per cent, however, were under fifty years of age. Superintendents employed by the province were younger than those who were locally-employed. County superintendents tended to be younger than their counterparts in divisions. This table also revealed that 5.8 per cent of the sample was approaching retirement age.

Number of Dependents

The number of dependents supported by superintendents is shown in Table III. Although the modal number of dependents for all

TABLE II
DISTRIBUTION OF SUPERINTENDENTS BY AGE

Age Category	Divisions		Counties		Districts		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
30-39 years	10	33.3%	10	40.0%	1	7.1%	21	30.4%
40-49	10	33.3	5	20.0	4	28.6	19	27.5
50-59	6	20.0	10	40.0	9	64.3	25	36.2
60-69	4	13.3	-		-		4	5.8
Totals	30	99.9	25	100.0	14	100.0	69	99.9

TABLE III
DISTRIBUTION OF SUPERINTENDENTS BY NUMBER OF DEPENDENTS

Number of Dependents	Divisions		Counties		Districts		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
1	7	23.3%	3	12.0%	2	14.3%	12	17.4%
2	8	26.7	5	20.0	1	7.1	14	20.3
3	4	13.3	3	12.0	3	21.4	10	14.5
4	9	30.0	6	24.0	3	21.4	18	26.1
5	2	6.7	5	20.0	1	7.1	8	11.6
6	-		2	8.0	2	14.3	4	5.8
7+	-		1	4.0	2	14.3	3	4.3
Totals	30	100.0	25	100.0	14	99.9	69	100.0
Mean number of dependents	2.7		3.9		4.3		3.8	

superintendents is four, 17.4 per cent had only one dependent and 21.7 per cent had five or more. The modal number of dependents (four) was the same for superintendents of counties, divisions, and districts. However, the mean number of dependents varied from 2.7 for superintendents of divisions to 4.3 for superintendents of districts. The mean number of dependents for county superintendents (3.9) was approximately equal to the overall mean of 3.8.

The Salary of the Alberta Superintendent

Table IV indicates that most of the superintendents were in two wage categories. Of the total, 47.8 per cent earned between ten and fifteen thousand dollars per annum. Approximately one-half of the men earned from fifteen to twenty thousand dollars. A small minority, exclusively locally-employed district superintendents, received twenty thousand dollars or more per year.

TABLE IV
DISTRIBUTION OF SUPERINTENDENTS BY WAGE CATEGORIES

Wage Category	Divisions		Counties		Districts		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
\$10,000-14,999	18	60.0%	11	44.0%	4	28.6%	33	47.8%
\$15,000-19,999	12	40.0	14	56.0	8	57.1	34	49.3
\$20,000-24,999					2	14.3	2	2.9
Totals	30	100.0	25	100.0	14	100.0	69	100.0

Fathers' Occupations

The occupational categories used in Table V were based on the occupational classifications used by Miller and Form.¹ Table V reveals that the largest single group of the Alberta superintendents' fathers were farmers. Forty per cent of the respondents indicated that their fathers were farmers, while 21.7 per cent stated that their fathers were skilled workers. Another 13 per cent said their fathers were managers or proprietors. A total percentage of 23.6 indicated that their fathers were engaged in professional, clerical, or unskilled work. Although 40.6 per cent of all the superintendents reported that their fathers had been farmers, only 28.6 per cent of the locally-employed, district

TABLE V
OCCUPATIONS OF FATHERS OF ALBERTA SUPERINTENDENTS

Occupations	Divisions		Counties		Districts		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Professional	2	6.7%	1	4.0%	3	21.4%	6	8.7%
Proprietary & managerial	5	16.7	3	12.0	1	7.1	9	13.0
Clerical	1	3.3	3	12.0	—		4	5.8
Skilled worker	5	16.7	4	16.0	6	42.9	15	21.7
Farmer	13	43.3	11	44.0	4	28.6	28	40.6
Laborer	4	13.3	3	12.0	—		7	10.1
Totals	30	100.0	25	100.0	14	100.0	69	99.9

¹Delbert C. Miller and William H. Form, Industrial Sociology (New York: Harper and Row, Publishers, 1964), p. 542.

superintendents stated this. Also, a greater percentage of the district superintendents reported that their fathers had been professional workers.

The data in Table VI indicate that 50 per cent of the 1968-69 group of superintendents appointed prior to 1949 had farm backgrounds. This proportion dropped to 30.8 per cent during the 1949 to 1958 period and then rose to 41.3 per cent during the 1959 to 1968 period of appointments.

TABLE VI

PERCENTAGE DISTRIBUTION OF SUPERINTENDENTS BY OCCUPATION
OF FATHER AND YEAR OF APPOINTMENT

Occupation	1935-1948 ^a		1949-1958		1959-1968		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Professional	1	10.0%	2	15.3%	3	6.5%	6	8.7%
Proprietary & managerial	1	10.0	1	7.7	7	15.2	9	13.0
Clerical	2	20.0	1	7.7	1	2.2	4	5.8
Skilled worker	1	10.0	4	30.8	10	21.7	15	21.7
Farmer	5	50.0	4	30.8	19	41.3	28	40.6
Laborer	-		1	7.7	6	13.0	7	10.1
Totals	10	100.0	13	100.0	46	99.9	69	99.9

^aTime intervals include boundary years.

Fathers' Education

Table VII reveals that 40.6 per cent of the fathers of superintendents had four to eight years of education and another 33.4 per cent

had nine to twelve years of education. Only two of the superintendents indicated that their fathers were college graduates.

TABLE VII
DISTRIBUTION OF SUPERINTENDENTS BY EDUCATIONAL ATTAINMENT
OF THE FATHER

Years of Education	Divisions		Counties		Districts		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
0 - 3	2	6.7%	3	12.0%	-		5	7.2%
4 - 8	15	50.0	7	28.0	6	42.8	28	40.6
9 - 12	9	30.0	9	36.0	5	35.7	23	33.4
13 - 16	1	3.3	5	20.0	1	7.1	7	10.2
Trade school	3	10.0	-		-		3	4.3
College	-		-		2	14.3	2	2.9
Grad. school	-		-		-		-	
No response	-		1	4.0	-		1	1.4
Totals	30	100.0	25	100.0	14	99.9	69	100.0

II. THE PROFESSIONAL BACKGROUND OF THE ALBERTA SUPERINTENDENT

Location Initial Post-secondary Education was Undertaken

Table VIII shows that the majority of the superintendents (72.5 per cent) received their initial university training in Alberta. Another 14.5 per cent began their educational careers in the Province of Saskatchewan, while a minority were trained in other provinces of Canada and the British Isles. The proportion of superintendents who received

their university training outside of Alberta was approximately the same for divisions, counties and districts.

TABLE VIII
LOCATION INITIAL TEACHER TRAINING WAS TAKEN

Location	Divisions		Counties		Districts		Totals	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Alberta	22	73.3%	17	72.0%	10	71.4%	50	72.5%
Sask.	5	16.7	3	12.0	2	14.3	10	14.5
Manitoba	-		1	4.0	2	14.3	3	4.3
Ontario	-		1	4.0	-		1	1.5
Nova Scotia	2	6.7	-		-		2	2.9
Br. Isles	1	3.3	2	8.0	-		3	4.3
Totals	30	100.0	25	100.0	14	100.0	69	100.0

Number of Universities Attended

Of the sixty-nine respondents, 42 per cent indicated that they had attended at least two universities. The distribution of superintendents by the number of universities attended (Table IX) shows that superintendents of districts tended to enrol in a greater number of universities than their counterparts in divisions and counties.

Years of University Training

Training prior to appointment. From Table Xa it can be seen that the mean number of years of university training prior to appointment for all superintendents was 5.3. The men appointed prior to 1949 had a

TABLE IX

PERCENTAGE DISTRIBUTION OF SUPERINTENDENTS BY NUMBER OF
UNIVERSITIES ATTENDED

Number of Universities	Divisions		Counties		Districts		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
1	8	26.6%	6	24.0%	1	7.1%	15	21.7%
2	13	43.3	12	48.0	5	35.8	30	43.5
3	5	16.7	4	16.0	4	28.6	13	18.8
4	4	13.3	2	8.0	2	14.2	8	11.6
5	—	—	1	4.0	1	7.1	2	2.9
6	—	—	—	—	1	7.1	1	1.4
Totals	30	99.9	25	100.0	14	99.9	69	99.9

TABLE Xa

MEAN NUMBER OF YEARS OF UNIVERSITY TRAINING PRIOR
TO APPOINTMENT TO THE SUPERINTENDENCY

Year of Appointment	Number	Mean number of years of university training
1935-1948	10	5.4
1949-1958	13	5.0
1959-1968	46	5.6
Total	69	
Mean for all superintendents		5.3

TABLE Xb

DISTRIBUTION OF SUPERINTENDENTS BY YEARS OF TRAINING HELD
IN 1968-69

Years of Training	Divisions		Counties		Districts		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
4	3	10.0%	2	8.0%	1	7.1%	6	8.7%
5	7	23.4	6	24.0	2	14.3	15	21.7
6	19	63.3	16	64.0	9	64.2	44	63.8
7	—	—	—	—	—	—	—	—
8	1	3.3	1	4.0	2	14.3	4	5.8
Totals	30	100.0	25	100.0	14	99.9	69	100.0
Mean	5.6		5.7		6.0		5.8	

greater number of years of training than those appointed between 1949 and 1958, and were almost as highly trained as the men appointed in the last decade.

Years of training held in 1968-69. A survey of the number of years of training held by superintendents at the time of the study (Table Xb) showed that the mean was 5.8 years of professional training. The highest level of training was held by district superintendents (6.0 years). The men in counties and divisions achieved similar levels of training, with means of 5.6 and 5.7 years respectively. The modal years of training (63.8 per cent) for all superintendents was six years.

Highest Degrees Held

Table XI indicates the highest degree held at the time of this study. Clearly, the majority of the superintendents (58 per cent) held a master's degree. Thirty-two per cent held bachelor's degrees, and 5.8 per cent held a doctorate. Compared to the men in counties and divisions a greater percentage of the district superintendents held post-graduate degrees.

University at Which Highest Degree Was Attained

Table XII reveals that the majority (72.5 per cent) of the superintendents obtained their highest degree from the University of Alberta. The second largest proportion obtained their highest degree from the University of Oregon. Only 2.9 per cent of the Alberta superintendents received their highest qualification from the University of Calgary. A large proportion of the district superintendents (42.9 per cent) and county superintendents (28.0 per cent) obtained their

TABLE XI

DISTRIBUTION OF SUPERINTENDENTS ACCORDING
TO THE HIGHEST DEGREE ATTAINED

Degree	Divisions		Counties		Districts		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Bachelor's	10	33.3%	10	40.0%	2	14.2%	22	31.9%
Graduate Diploma	2	6.7	—		1	7.1	3	4.3
Master's	17	56.6	14	56.0	9	64.5	40	58.0
Doctorate	1	3.3	1	4.0	2	14.2	4	5.8
Totals	30	99.9	25	100.0	14	100.0	69	100.0

TABLE XII

DISTRIBUTION OF SUPERINTENDENTS BY THE UNIVERSITY AT WHICH
HIGHEST ACADEMIC DEGREE WAS ATTAINED

University of:	Divisions		Counties		Districts		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Alberta	24	80.0%	18	72.0%	8	57.1%	50	72.5%
Calgary	2	6.7	—		—		2	2.9
Oregon	3	10.0	3	12.0	3	21.4	9	13.0
Washington	—		3	12.0	—		3	4.3
Montana State	1	3.3	1	4.0	—		2	2.9
Montana	—		—		2	14.3	2	2.9
Stanford	—		—		1	7.1	1	1.4
Totals	30	100.0	25	100.0	14	99.9	69	99.9

highest degrees outside the Province of Alberta. Of the sixty-nine respondents, 24.5 per cent obtained their highest degrees from universities outside the Province of Alberta.

Major Field of Study at the Undergraduate Level

An investigation of the major fields of study at the undergraduate level revealed that 29.2 per cent of the superintendents indicated mathematics as their major.

The second most frequently reported major was history (24.6 per cent), followed by science (16.9 per cent) and English (11.8 per cent). The subject areas included in "others" (18.5 per cent) were Industrial Arts, psychology, guidance, and elementary education. Table XII shows the distribution of superintendents by major field of study and year of appointment.

TABLE XIII

DISTRIBUTION OF SUPERINTENDENTS BY MAJOR FIELD OF STUDY AND YEAR OF APPOINTMENT

Major	1935-1948		1949-1958		1959-1968		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
History	4	44.4%	2	15.4%	10	23.3%	16	24.6%
English	1	11.1	-		6	13.9	7	10.8
Mathematics	2	22.2	7	53.8	10	23.3	19	29.2
Science	1	11.1	4	30.8	6	13.9	11	16.9
Other	1	11.1	-		11	25.6	12	18.5
Totals	9	99.9	13	100.0	43	100.0	65	100.0

NOTE: Four of the respondents did not indicate a major field of study.

Graduate Study in School Administration

Table XIV presents data on the emphasis placed on administrative training by superintendents hired during the three time periods. Most of the superintendents appointed during the 1949 to 1958 period (76.9 per cent) obtained administrative training. However, of the men appointed during the 1959 to 1968 period only 56.5 per cent had undertaken post-graduate study in administration at the time of this study. Of the total number of superintendents who responded to the questionnaire, 55.1 per cent reported taking graduate study in educational administration.

Period in Superintendent's Career When Graduate Study was Undertaken

Table XV shows that 43.5 per cent of the respondents were resident graduate students immediately prior to their appointment to the superintendency. Another 23.1 per cent had completed graduate studies during a period prior to their appointment. Fifteen per cent indicated that they had undertaken graduate work after they were appointed to the position of superintendent. Nineteen per cent did not report any graduate study.

Total Years of Experience in Education

Table XVI, page 34, presents the percentage of superintendents in each of the experience categories. The superintendents' experiences as administrators were included in the data presented in this table. The analysis of years of teaching experience indicated that the majority of the superintendents had more than thirteen years of experience in

TABLE XIV
DISTRIBUTION OF SUPERINTENDENTS BY ADMINISTRATIVE
TRAINING AND YEAR OF APPOINTMENT

	1935-1948		1949-1958		1959-1968		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Training in Ed. Admin. ^a	2	20.0%	10	76.9%	26	56.5%	38	55.1%
No training in Ed. Admin.	8	80.0	3	23.1	20	43.5	31	44.9
Totals	10	100.0	13	100.0	46	100.0	69	100.0

^aIncludes all those superintendents who reported that they had taken post-graduate courses in educational administration.

TABLE XV
DISTRIBUTION OF SUPERINTENDENTS ACCORDING TO THE PERIOD IN
CAREER WHEN GRADUATE STUDY WAS UNDERTAKEN

Period graduate study undertaken	Number	Per cent
Resident graduate student prior to appointment	30	43.5%
Graduate studies through summer sessions prior to appointment	4	5.8
Graduate studies completed prior to appointment	12	17.3
Graduate studies undertaken during tenure in superintendency	10	14.5
No graduate study reported	13	18.8
Totals	69	99.9

TABLE XVI
DISTRIBUTION OF SUPERINTENDENTS BY TOTAL YEARS OF TEACHING
EXPERIENCE HELD AT THE TIME OF APPOINTMENT

No. of years ^a	Divisions		Counties		Districts		Total		Cumula- tive Percent.
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	
0-2	-		-		-		-		
3-5	1	3.3%	2	8.0%	1	7.1%	4	5.8%	5.8%
6-8	8	26.7	7	28.0	-		15	21.7	27.5
9-12	3	10.0	3	12.0	2	14.3	8	11.6	39.1
13-16	10	33.3	7	28.0	4	28.6	21	30.4	69.5
17-20	4	13.3	3	12.0	5	35.8	12	17.4	86.9
21+	4	13.3	3	12.0	2	14.2	9	13.0	99.9
Totals	30	99.9	25	100.0	14	100.0	69	99.9	

^aIncludes administrative experience.

education. Seventy per cent of the superintendents had experience ranging from three to sixteen years, with the modal group falling in the thirteen to sixteen year range. Superintendents of districts tended to have had more teaching experience than superintendents of divisions and counties.

Total Years of Experience in School Administration Prior to Appointment

The percentage distribution of superintendents in each of the experience categories is given in Table XVII. Of the total sample, 30 per cent had nine to twelve years of administrative experience prior to their appointment to the superintendency. A fairly large proportion

(20 per cent) had three to five years of experience. The majority of the superintendents of divisions and counties had fewer than eight years of administrative experience. Of the total group, 92.7 per cent had sixteen or fewer years in administration. Superintendents of districts tended to have more administrative experience than their counterparts in divisions and counties.

TABLE XVII

DISTRIBUTION OF SUPERINTENDENTS BY NUMBER OF YEARS OF ADMINISTRATIVE
EXPERIENCE HELD PRIOR TO APPOINTMENT

No. of years	Divisions		Counties		Districts		Total		Cumula- tive Percent.
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	
0-2	7	23.3%	4	16.0%	1	7.1%	12	17.4%	17.4%
3-5	6	20.0	6	24.0	2	14.3	14	20.3	37.7
6-8	4	13.3	5	20.0	1	7.1	10	14.5	52.2
9-12	8	26.7	6	24.0	7	50.0	21	30.4	82.6
13-16	2	6.7	3	12.0	2	14.3	7	10.1	92.7
17-20	1	3.3	-	-	-	-	1	1.4	94.1
21+	2	6.7	1	4.0	1	7.1	4	5.8	99.9
Totals	30	100.0	25	100.0	14	99.9	69	99.9	

Total Number of Teaching and Administrative Positions Held Prior to Appointment

Table XVIII reveals that the majority of the superintendents (49.3 per cent) held two to four positions prior to appointment. Thirty-nine per cent of the superintendents had held five to seven

positions. Superintendents of districts held no fewer than two positions, while 3.3 per cent of the divisional and 8.0 per cent of the county superintendents held only one teaching or administrative position prior to their appointment.

TABLE XVIII

DISTRIBUTION OF SUPERINTENDENTS BY TOTAL NUMBER OF TEACHING
POSITIONS HELD PRIOR TO APPOINTMENT

Number of Positions ^a	Divisions		Counties		Districts		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
0-1	1	3.3%	2	8.0%	-		3	4.3%
2-4	14	46.7	14	56.0	6	42.9	34	49.3
5-7	14	46.7	8	32.0	5	35.7	27	39.1
8-10	1	3.3	-		1	7.1	2	2.9
11+	-		1	4.0	2	14.2	3	4.3
Totals	30	100.0	25	100.0	14	99.9	69	99.9

^aIncludes administrative positions.

Total Number of Administrative Positions Held Prior to Appointment

Table XIX indicates that 58 per cent of the superintendents had held from three to four administrative positions prior to appointment to a superintendency. Approximately twenty-six per cent had held either one or no administrative position while 16.0 per cent had held five or more. Superintendents of divisions and counties tended to have held fewer administrative positions than superintendents of districts.

TABLE XIX

DISTRIBUTION OF SUPERINTENDENTS BY NUMBER OF ADMINISTRATIVE
POSITIONS HELD PRIOR TO APPOINTMENT

Number of positions	Divisions		Counties		Districts		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
0-1	9	30.0%	6	24.0%	3	21.4%	18	26.1%
2-4	15	50.0	18	72.0	7	50.0	40	58.0
5-7	6	20.0	1	4.0	2	14.3	9	13.0
8+	-	-	-	-	2	14.3	2	2.9
Totals	30	100.0	25	100.0	14	100.0	69	100.0

Mean Years of Tenure in Administrative Positions at the School Level

The mean years of tenure in administrative positions is presented in Table XX. Superintendents appointed from 1935 to 1948 spent an average of two years in each administrative position. Those appointed during the 1949 to 1958 period held their positions for approximately four and one-half years, while the superintendents who were appointed during the 1959-1968 period held each position for three years. The mean years of tenure in school administrative positions for all superintendents was 3.1 years.

Position Held Prior to Appointment

The data in Table XXI indicates that 63.3 per cent of the divisional, 60.0 per cent of the county, and 71.5 per cent of the district superintendents held the position of principal prior to being appointed to the superintendency. Of the total sample, 63.8 per cent

TABLE XX

MEAN YEARS OF TENURE IN ADMINISTRATIVE POSITION DISTRIBUTED
BY YEAR OF APPOINTMENT

Year of appointment	Mean No. of years of admin. experience	Mean no. of admin. positions	Mean no. of years of tenure in each position
1935 - 1948	5.2	2.6	2.0
1949 - 1958	9.1	2.0	4.5
1959 - 1968	7.6	2.6	3.0
Mean for all superintendents	7.3	2.4	3.1

TABLE XXI

DISTRIBUTION OF SUPERINTENDENTS BY POSITION HELD PRIOR
TO APPOINTMENT TO THE SUPERINTENDENCY

Position	Divisions		Counties		Districts		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Assistant superintendent	5	16.5%	1	4.0%	2	14.3%	8	11.6%
Central office position	1	3.3	1	4.0	1	7.1	3	4.3
Principal	19	63.3	15	60.0	10	71.5	44	63.8
Vice-principal	1	3.3	3	12.0	-		4	5.8
Teacher	4	13.3	5	20.0	1	7.1	10	14.5
Totals	30	99.9	25	100.0	14	100.0	69	100.0

were principals immediately prior to their appointment. The second most frequent position occupied before appointment was that of teacher (14.5 per cent). A very small proportion of the superintendents were appointed directly from vice-principalships or from central office positions.

Geographic Location of Position Prior to First Appointment

Table XXII indicates a relationship between the geographic location and the position held prior to a superintendent's first appointment. Forty-six of the 64.0 per cent of the superintendents who were appointed from the position of principal were principals of non-city schools, and only 13.0 per cent came from principalships in cities. By contrast, 11.6 per cent of the number who were appointed from a teaching position came from city schools, and only 2.9 per cent from non-city schools.

TABLE XXII

DISTRIBUTION OF SUPERINTENDENTS BY GEOGRAPHIC LOCATION OF
POSITION HELD PRIOR TO FIRST APPOINTMENT

Position	Rural		Urban		Total ^a	
	No.	Per cent	No.	Per cent	No.	Per cent
Assistant superintendent	6	8.7%	2	2.9%	8	11.6%
Central office position	2	2.9	1	1.4	3	4.3
Principal	32	46.4	9	13.0	41	59.4
Vice-principal	2	2.9	2	2.9	4	5.8
Teacher	2	2.9	8	11.6	10	14.5
Totals	44	63.8	22	31.8	66	95.6

^aThree respondents who were principals prior to appointment did not indicate geographic location of the last position.

Changes over the years. Table XXIII shows that except for the 1949-1959 period when 86 per cent of the superintendents were appointed from principalships, the proportion of superintendents who were appointed from the position of principal has not changed significantly over the years. In recent years a greater proportion of the superintendents were assistant superintendents prior to their appointment. Table XXIV shows that 30 per cent of the respondents who were appointed in 1967 and 1968 had held assistant-superintendencies.

TABLE XXIII

DISTRIBUTION OF SUPERINTENDENTS BY YEAR OF APPOINTMENT
AND POSITION PRIOR TO APPOINTMENT

Position	1935-1948		1949-1958		1959-1968		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Assistant superin- tendent	-		-		8	17.8%	8	11.6%
Central office position	1	10.0	-		2	4.4	3	4.3
Principal	6	60.0	11	85.7	27	57.8	44	63.8
Vice-Prin- cipal	-		-		4	8.9	4	5.8
Teacher	3	30.0	2	14.3	5	11.1	10	14.5
Totals	10	100.0	13	100.0	46	100.0	69	100.0

TABLE XXIV

DISTRIBUTION OF SUPERINTENDENTS APPOINTED IN THE YEARS 1967
AND 1968 BY POSITION HELD PRIOR TO APPOINTMENT

Position	1967		1968		Total	
	No.	Per cent	No.	Per cent	No.	Per cent
Assistant superintendent	4	30.8%	2	28.6%	6	30.0%
Central office position	1	7.7	1	14.3	2	10.0
Principal	5	38.4	4	57.1	9	45.0
Vice-principal	-		-		-	
Teacher	3	23.1	-		3	15.0
Totals	13	100.0	7	99.9	20	100.0

Origin of the Superintendent with Respect to the School System

Data from Table XXV indicates that most of the superintendents (81.2 per cent) were appointed from outside the school system they now serve. Where superintendents were locally-appointed, that is in districts, one-half of the men appointed came from within the school system.

TABLE XXV

DISTRIBUTION OF SUPERINTENDENTS BASED ON WHETHER THEY WERE
PROMOTED FROM WITHIN OR FROM OUTSIDE THE SCHOOL SYSTEM

Promoted from:	Divisions		Counties		Districts		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Within school system	3	10.0%	-		7	50.0%	10	14.5%
Outside school system	24	80.0	25	100.0	7	50.0	56	81.2
No answer	3	10.0	-		-	-	3	4.3
Totals	30	100.0	25	100.0	14	100.0	69	100.0

III. SUMMARY OF CHAPTER IV

The purpose of this chapter was to describe the personal and professional backgrounds of Alberta superintendents.

The superintendents responding to the questionnaire were all men and all except one were married. Most of them were between forty and fifty-nine years of age and had four dependents. Over half of them earned between fifteen and twenty thousand dollars per annum. A large proportion of the superintendents came from homes where the fathers were either farmers or skilled laborers. The mode took their pre-service training in Alberta universities where they attained approximately five and one-half years of professional education. Almost 60 per cent of the superintendents held master's degrees and 55 per cent of them undertook graduate study in educational administration. At the undergraduate level more than half of the superintendents majored in

either mathematics or history.

The teaching experience of the Alberta superintendent ranges from three to thirty-two years. The modal range of teaching experience is thirteen to sixteen years. The majority of the superintendents held from two to four administrative positions in which they accumulated nine to twelve years of administrative experience. The mean number of years of tenure in these positions was three years.

Superintendents of districts tended to be older, more highly-qualified and more experienced than their counterparts in divisions and counties. According to Table XXV a large proportion of the district superintendents were appointed from within the school system they served.

Finally, the majority of Alberta superintendents were principals of non-city schools before they were appointed to the superintendency.

CHAPTER V

OCCUPATIONAL PATTERNS OF ALBERTA SUPERINTENDENTS

An occupational pattern consists of a series of positions held by a superintendent prior to his appointment. The questionnaire used for this study asked the superintendents to list all the positions held according to the following criteria:

- (a) positions held after graduating from high school but before receiving a bachelor's degree;
- (b) position held after receiving a bachelor's degree but before receiving the master's degree;
- (c) positions held after receiving a master's degree but before receiving the doctorate;
- (d) positions held after receiving the doctorate.

This chapter presents an analysis of the occupational patterns that culminated with an appointment to the superintendency.

I. WORK PERIODS

Initial Work Experiences

The first position held for a period of six months to one year was considered the initial work experience. The positions were classified according to the definitions of occupational categories given on pages 6 and 7. The data in Table XXVI revealed that 63.3 per cent of the divisional, 64.0 per cent of the county, and 42.8 per cent of the

TABLE XXVI

DISTRIBUTION OF SUPERINTENDENTS BY INITIAL WORK EXPERIENCE

Occupation	Divisions		Counties		Districts		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Laborer	3	10.0%	3	12.0%	2	14.3%	8	11.6%
Skilled worker	4	13.3	1	4.0	1	7.1	6	8.7
Farmer	1	3.3	1	4.0	1	7.1	3	4.3
Clerical worker	3	10.0	4	16.0	2	14.3	9	13.0
Military	-		-		2	14.3	2	2.9
<u>Education</u>								
Teacher	19	63.3	14	56.0	5	35.7	38	55.1
Vice-prin.	-		-		-			
Principal	-		2	8.0	1	7.1	3	4.3
Totals	30	99.9	25	100.0	14	99.9	69	99.9

district superintendents held their first positions in education. Of the 40.5 per cent of respondents who indicated initial work experiences outside of education 13.0 per cent were clerical workers, 11.6 per cent were laborers, 8.7 per cent were skilled workers and 4.3 per cent were farmers. A minority of the superintendents were in the Armed Services during the initial stage of their work careers.

Trial Work Period

The trial work period included those occupations which superintendents held for a period of one to three years. For example, if a man worked as a clerk in a department store for two years, he would be classified as a clerical worker during his trial work period. Table

XXVII shows that 82.4 per cent of the superintendents were either teachers or school administrators during their trial work period. Only 17.6 per cent were engaged in non-teaching occupations. Superintendents of districts differed from the other two groups in that a greater proportion of them (42.8 per cent) were not in education during their trial work period.

TABLE XXVII
DISTRIBUTION OF SUPERINTENDENTS BY TRIAL WORK PERIOD

Occupation	Divisions		Counties		Districts		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Laborer	1	3.3%	-		-		1	1.5%
Farmer	-		-		-			
Skilled worker	3	10.0	-		3	21.4	6	8.7
Clerical worker	-		-		1	7.1	1	1.5
Military	1	3.3	1	4.0	2	14.3	4	5.6
<u>Educator</u>								
Teacher	18	60.0	21	84.0	6	42.9	45	65.2
Vice-prin.	4	13.3	-		-		4	5.6
Principal	3	10.0	3	12.0	2	14.3	8	11.6
Totals	30	99.9	25	100.0	14	100.0	69	99.9

Stable Work Period

A position in which a superintendent spent three or more years was defined as the stable work period. The examination of Table XXVIII reveals that 97.0 per cent of the superintendents achieved occupational

stability in educational positions. Forty-two per cent were principals during their first stable work period, while 40.6 per cent were teachers during this work period. It appeared that superintendents of districts tended to occupy higher level positions during their stable work period, than did other superintendents.

TABLE XXVIII
DISTRIBUTION OF SUPERINTENDENTS BY TYPE OF OCCUPATION HELD
DURING STABLE WORK PERIOD

Occupation	Division		County		District		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Laborer	-		-		-			
Farmer	-		-		-			
Skilled worker	1	3.3	-		-		1	1.5
Clerical worker	-		-		-			
Military	1	3.3	-		-		1	1.5
<u>Educator</u>								
Teacher	11	36.7	12	48.0	5	35.7	28	40.6
Vice-prin.	3	10.0	4	16.0	-		7	10.1
Principal	14	46.7	9	36.0	6	42.9	29	42.0
Cen. Off.	-		-		2	14.3	2	2.8
Ass't sup't	-		-		-			
Sup't	-		-		1	7.1	1	1.5
Totals	30	100.0	25	100.0	14	100.0	69	100.0

II. OCCUPATIONAL PATTERNS IN EDUCATION

From the responses of the superintendents it was found that there were ten possible routes a teacher could follow to reach the position of superintendent of schools. The percentage of superintendents working through the various combinations of positions are summarized in this section. Examination of Table XXIX shows that 43.5 per cent of the superintendents went directly from teaching into the principalship and subsequently were appointed to the superintendency. The second largest percentage (29 per cent) reported that they had held a vice-principalship prior to the principalship from which they were appointed. Although the majority had held school administrative positions, a minority of superintendents (8.7 per cent) reported no administrative experience prior to their appointment. The remainder of the group (17.3 per cent) had held school administrative positions as well as central office positions. None of the district superintendents was appointed from a teaching position.

Table XXX presents the job patterns by year of appointment for superintendents holding office in 1968-69. This table reveals a change in the pattern over the years studied. The percentage that followed career pattern 3 (T-P-S) decreased from 80.0 per cent for superintendents appointed from 1935 to 1948, to 61.5 per cent for those appointed during the years 1949-1958, and 30.4 per cent for those appointed during the 1959-1968 period. On the other hand, the proportion following pattern 4 (T-VP-P-S) tripled during the time interval studied. Of the superintendents appointed during the 1959 to 1968 period, 23.9 per cent reported

TABLE XXIX
DISTRIBUTION OF SUPERINTENDENTS BY OCCUPATIONAL PATTERNS
IN EDUCATION

Pattern	Divisions		Counties		Districts		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
1) T-S	3	10.0%	4	16.0%	-		7	10.2%
2) T-VP-S	-		1	4.0	-		1	1.4
3) T-P-S	10	33.3	12	48.0	7	50.0	29	42.0
4) T-VP-P-S	11	36.6	6	24.0	5	35.7	22	31.9
5) T-AS-S	-		-		1	7.1	1	1.4
6) T-VP-P-AS-S	2	6.7	-		-		2	2.9
7) T-VP-AS-S	2	6.7	-		-		2	2.9
8) T-P-AS-S	1	3.3	1	4.0	-		2	2.9
9) T-VP-P-CO-S	-		1	4.0	1	7.1	2	2.9
10) T-CO-S	1	3.3	-		-		1	1.4
Totals	30	99.9	25	100.0	14	99.9	69	99.9

Key: T-Teacher; VP-Vice-principal; P-Principal; S-Superintendent; AS-Assistant Superintendent; CO-Central office position (for example, supervisor of elementary education).

TABLE XXX

OCCUPATIONAL PATTERNS OF SUPERINTENDENTS BY YEAR OF APPOINTMENT

Pattern	1935-1948		1949-1958		1959-1968		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
1) T-S	-		2	15.4%	4	8.7%	6	8.7%
2) T-VP-S	-		-		1	2.2	1	1.4
3) T-P-S	8	80.0	8	61.5	14	30.4	30	43.5
4) T-VP-P-S	1	10.0	3	23.1	16	34.8	20	29.0
5) T-AS-S	-		-		1	2.2	1	1.4
6) T-VP-P-AS-S	-		-		4	8.7	4	5.8
7) T-VP-AS-S	-		-		2	4.3	2	2.9
8) T-P-AS-S	-		-		2	4.3	2	2.9
9) T-VP-P-CO-S	1	10.0	-		1	2.2	2	2.9
10) T-CO-S	-		-		1	2.2	1	1.4
Totals	10	100.0	13	100.0	46	100.0	69	99.9

Key: T-Teacher; VP-Vice-principal; P-Principal; S-Superintendent; AS-Assistant superintendent; CO-Central office position (for example, supervisor of elementary education).

they had held assistant superintendencies or central office positions prior to their appointment. During this period the proportion of men who went directly from teaching into the superintendency tended to decrease.

The literature suggested that home environment may influence the career choices of people. Table XXXI indicates that there are several differences in the career patterns of superintendents when sub-divided into groups on the basis of father's occupation. Modal patterns for all 1968-1969 superintendents whose fathers were farmers, clerical and professional workers and who were appointed prior to 1959, was T-P-S. The modal pattern for men whose fathers were laborers, skilled workers, and proprietors and who were appointed during 1959-1968, was T-VP-P-S. The majority of the superintendents who held central office positions and assistant superintendencies came from homes in which the fathers were either farmers or professional workers.

In the next table, occupational categories were combined in order to isolate differing home environments. Table XXXII page 53, reveals that superintendents whose fathers were farmers and those whose fathers were clerical, proprietary, and professional workers tended to conform to the modal pattern more than those from the laborer or skilled worker group.

In Table XXXIII, page 54, the occupational backgrounds of the fathers were collapsed into two categories--farmers and non-farmers. The data in this table reveal that most of the men whose fathers were farmers followed the T-P-S pattern while those whose fathers were non-farmers followed patterns three (T-P-S) and four (T-VP-P-S) in equal

TABLE XXXI

DISTRIBUTION OF OCCUPATIONAL PATTERNS OF ALBERTA SUPERINTENDENTS BY OCCUPATION OF FATHER

Job Pattern	OCCUPATION OF FATHER									
	Laborer	Farmer	Skilled Wkr.	Clerical	Proprietary	Professional				
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
1) T-S	1	12.5%	3	10.7%	1	6.3%	-	-	1	12.5%
2) T-VP-S	-	-	1	3.6	-	-	-	-	-	-
3) T-P-S	1	12.5	16	57.1	6	37.5	3	75.0	2	40.0
4) T-VP-P-S	4	50.0	4	14.3	7	43.8	1	25.0	4	50.0
5) T-AS-S	-	-	-	-	-	-	-	-	1	12.5
6) T-VP-P-AS-S	1	12.5	1	3.6	2	12.5	-	-	-	-
7) T-VP-AS-S	-	-	1	3.6	-	-	-	-	1	20.0
8) T-P-AS-S	-	-	1	3.6	-	-	-	-	1	20.0
9) T-VP-P-CO-S	-	-	1	3.6	-	-	-	-	1	20.0
10) T-CO-S	1	12.5	-	-	-	-	-	-	-	-
Totals	8	100.0	28	100.1	16	100.1	4	100.0	8	100.0
									5	100.0
										99.9

TABLE XXXII

DISTRIBUTION OF OCCUPATIONAL PATTERNS OF SUPERINTENDENTS BY OCCUPATION OF FATHER

Job Pattern	OCCUPATION OF FATHER					
	Farmer		Laborer, Skilled- unskilled		Clerical, Proprietary, & Professional	
	No.	Per cent	No.	Per cent	No.	Per cent
1) T-S	3	10.7%	2	8.3%	1	5.9%
2) T-VP-S	1	3.6	-		-	
3) T-P-S	16	57.1	7	29.1	7	41.6
4) T-VP-P-S	4	14.3	11	45.8	5	29.9
5) T-AS-S	-		-		1	5.9
6) T-VP-P-AS-S	1	3.6	3	12.5	-	
7) T-VP-AS-S	1	3.6	-		1	5.9
8) T-P-AS-S	1	3.6	-		1	5.9
9) T-VP-P-CO-S	1	3.6	-		1	5.9
10) T-CO-S	-		1	4.2	-	
Totals	28	100.1	24	99.9	17	99.9
					69	99.9

TABLE XXXIII

DISTRIBUTION OF OCCUPATIONAL PATTERNS OF SUPERINTENDENTS BASED ON OCCUPATIONS OF FATHERS
DIVIDED INTO FARM AND NON-FARM CATEGORIES

Job Pattern	OCCUPATION OF FATHER				Total	
	Farmer		Non-Farmer		No.	Per cent
	No.	Per cent	No.	Per cent		
1) T-S	3	10.7%	3	7.3%	6	8.7%
2) T-VP-S	1	3.6	-		1	1.4
3) T-P-S	16	57.1	14	34.3	30	43.5
4) T-VP-P-S	4	14.3	16	39.0	20	29.0
5) T-AS-S	-		1	2.4	1	1.4
6) T-VP-P-AS-S	1	3.6	3	7.3	4	5.8
7) T-VP-AS-S	1	3.6	1	2.4	2	2.9
8) T-P-AS-S	1	3.6	1	2.4	2	2.9
9) T-VP-P-CO-S	1	3.6	1	2.4	2	2.9
10) T-CO-S	-		1	2.4	1	1.4
Totals	28	100.1	41	99.9	69	99.9

proportions. The proportions following the other possible patterns were not different.

Sample Occupational Patterns

Figure 1 portrays "sample occupational patterns" of superintendents appointed during the three time intervals. One superintendent was selected randomly from each of the time periods examined in order to depict the job pattern of his period. Superintendent A, who was appointed in 1944, demonstrated more rapid vertical mobility than did B (appointed 1952), and C (appointed 1967). All three superintendents, at one stage in their careers assumed lower positions in larger systems before they were appointed to the superintendency. Compared with the mode, the career patterns of superintendents B and C exhibited the tendency to hold a greater variety of administrative positions prior to appointment. The numbers of years of tenure in administrative positions tended to be greater for superintendent B than for superintendents A and C.

III. SUMMARY

More than half of the 1968-69 Alberta superintendents started their work careers as teachers. The remainder of the sample (45 per cent) pursued a variety of skilled and unskilled occupations. For the majority of the respondents the first stable work period was in teaching or in the principalship. The pattern followed by most of the men was either T-P-S or T-VP-P-S. The T-P-S pattern was dominant for superintendents who were appointed prior to 1949 and for those whose fathers were farmers. Superintendents of districts appeared to have a

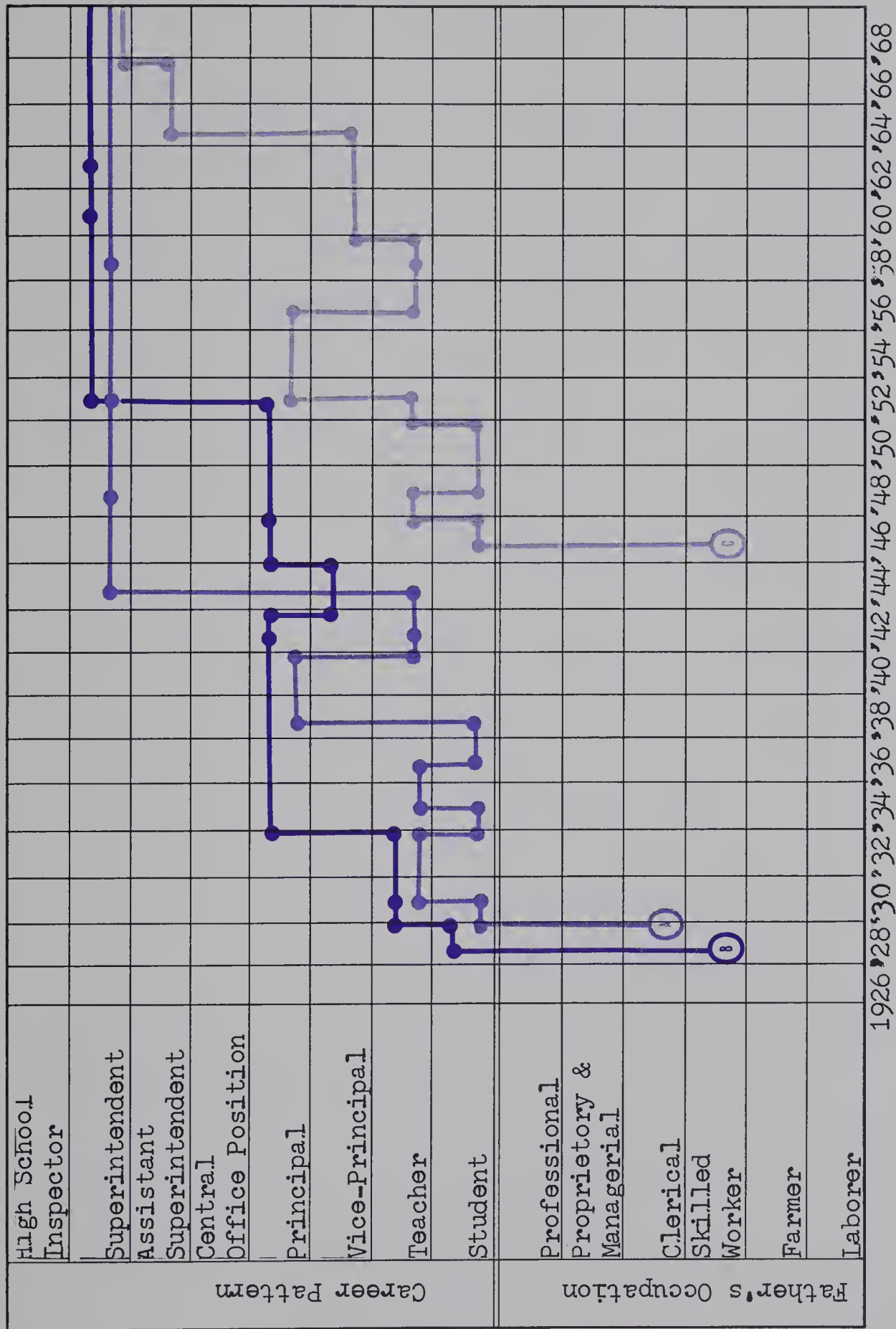


FIGURE 1

CAREER PATTERNS OF THREE SELECTED SUPERINTENDENTS
 (SUPERINTENDENT A - APPOINTED PRIOR TO 1949, SUPERINTENDENT B - APPOINTED 1949-58,
 AND SUPERINTENDENT C - APPROVED 1959-68.)

greater variety of work experiences outside the field of education.

CHAPTER VI

TENURE, TURNOVER, AND CHANGES IN THE ALBERTA

SUPERINTENDENCY 1958-1968

The data for this section of the study were obtained from the Department of Education Annual Reports for the years 1958 to 1968 inclusive. A summary in tabular form of the transfers, new appointments, and withdrawals due to resignation or retirement of Alberta superintendents will be presented. An analysis of the immediate destination of superintendents after leaving the superintendency will also be presented.

I. TENURE

The mean number of years spent by superintendents in one superintendency is depicted in Table XXXIV. The average length tenure by superintendents was 4.4 years for districts, 3.7 years for counties, and 2.9 years for divisions. The overall mean years of tenure was 3.4. The major proportion of superintendents held one position for a period of one to three years. Only nine superintendents, one divisional, three county, and five district, remained in the same position during the ten-year period studied.

TABLE XXXIV

DISTRIBUTION OF SUPERINTENDENTS BY NUMBER OF YEARS OF
TENURE FOR THE TEN-YEAR PERIOD 1958-1968

Number of years in one position	Divisions		Counties		Districts		Total	
	F ^a	FxN(yr.) ^b	F	FxN(yrs)	F	FxN(yr.)	F	FxN(yr)
1	31	31	15	15	11	11	57	57
2	30	60	9	18	2	4	41	82
3	16	48	8	24	7	21	31	93
4	10	40	6	24	5	20	21	84
5	7	35	4	20	2	10	13	65
6	8	48	4	24	5	30	17	102
7	2	14	-	-	3	21	5	35
8	2	16	4	32	2	16	8	64
9	2	18	2	18	-	-	4	36
10	1	10	3	30	5	50	9	90
Totals	109	320	55	205	42	183	206	708
Mean number of years of tenure	2.9		3.7		4.4		3.44	

^aThe number of superintendents occupying one position for the given length of time.

^bThe number of men (F) in the tenure category multiplied by the number of years of tenure in one position (N).

II. CHANGES IN THE SUPERINTENDENCY

Table XXXV reveals that during the period 1958 to 1968 the number of superintendencies has increased from seventy-one to eighty-one. The mean number of superintendencies for this period studied was seventy-seven. During the ten-year period 206 men occupied an average of seventy-seven positions. The mean number of new appointments yearly was 10.4, while the mean number of men leaving the superintendency was 10.2. A small proportion of the men who left their position to continue their education returned to the superintendency. When transfers were

TABLE XXXV

CHANGES WITHIN THE ALBERTA SUPERINTENDENCY DURING
THE TEN-YEAR PERIOD 1958-1968

Year	Total No. of Superinten- dents	Number of:			Total Changes	Number Leav- ing
		New Appoint- ments	Trans- fers	Return- ees		
1959-60	71	10	10	-	20	9
1960-61	72	8	6	-	14	7
1961-62	77	15	4	-	19	10
1962-63	78	9	3	1	13	9
1963-64	79	6	3	2	11	7
1964-65	78	10	11	1	22	12
1965-66	77	5	2	1	8	7
1966-67	78	11	3	-	14	10
1967-68	80	20	8	3	31	21
1968-69	80	10	5	-	15	10
<hr/>						
Mean no. of personnel 77		10.4	5.5	0.8	16.7	10.2

included there were approximately seventeen changes in positions per year, for the ten-year period studies. Table XXXVI shows that the rate of change for the ten-year period was 21.7 per cent. The rate of new appointments was 18.5 per cent, transfers 7.1 per cent and returns to the superintendency 1.3 per cent. Figure 2 shows that personnel turn-over in the superintendency appeared to be cyclical, with maximum changes occurring at regular intervals.

Geographic Mobility of Provincially-employed Superintendents

The assumptions underlying the analysis of geographic mobility were: (1) that the number of transfers to, (2) number of transfers from, and (3) length of tenure within superintendencies, were indicators of the desirability of the geographic locations in which the

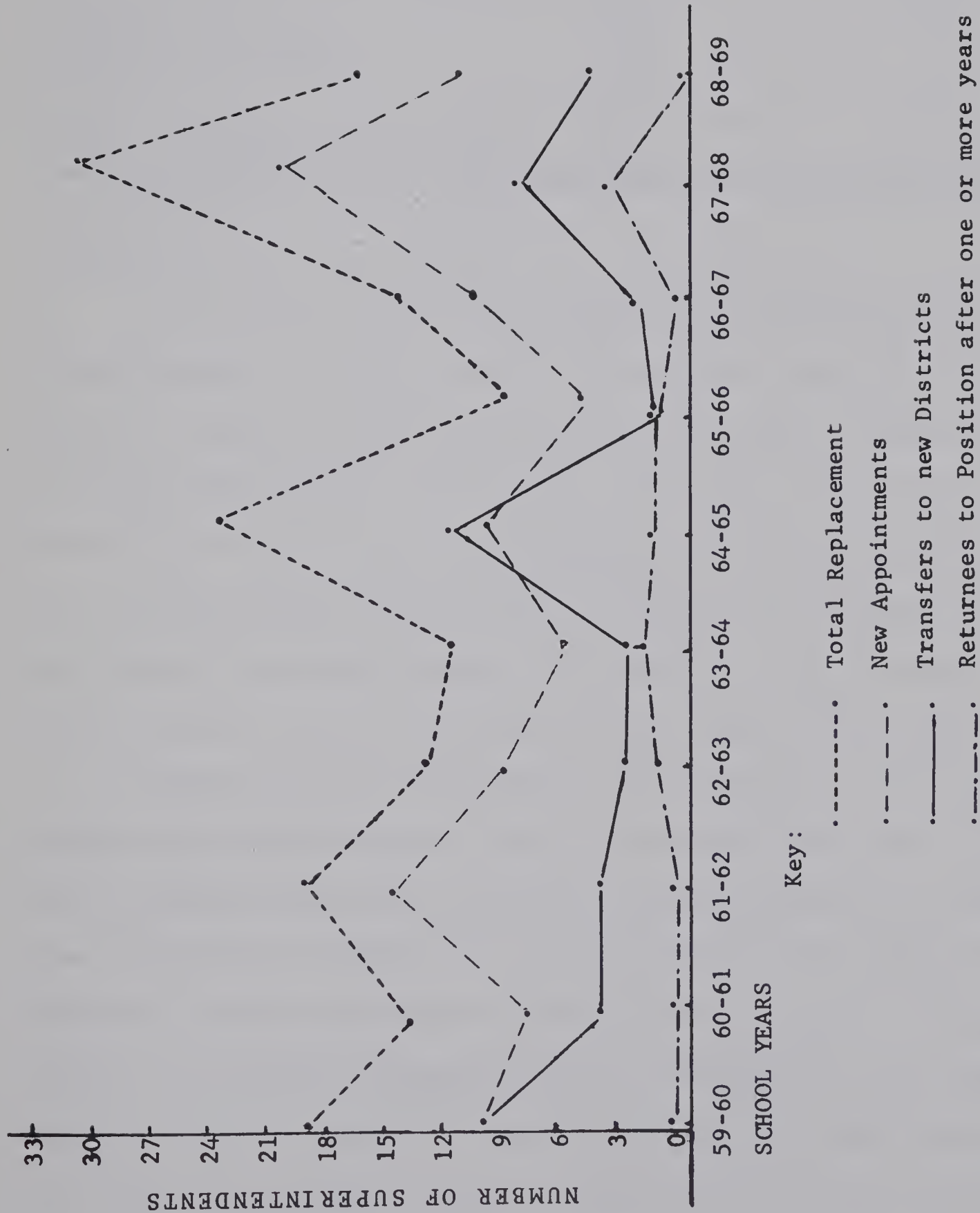


FIGURE 2

CHANGES IN THE SUPERINTENDENCY OVER A TEN-YEAR PERIOD

TABLE XXXVI

AVERAGE ANNUAL RATE OF CHANGE WITHIN THE ALBERTA SUPERINTENDENCY
DURING THE TEN-YEAR PERIOD 1958-1968

Changes	Mean number	Percentage of total
New appointments	10.4	13.5%
Transfers	5.5	7.1
Returned to position	0.8	1.3
Left position	10.2	13.2
Total changes for ten-year period	16.7	21.7%

superintendencies were located.

An analysis of the transfers made by provincially-employed superintendents during the 1958 to 1968 period is presented in Table XXXVII. Transfers to and from the position of superintendent-at-large have been excluded from this analysis. The data in Table XXXVII reveal that 74.5 per cent of the transfers during the ten-year period terminated in a superintendency located closer to the axes drawn between Edmonton and Calgary, and between Calgary and Lethbridge. Only 19.6 per cent of the transfers ended in locations farther away from these axes.

Figure 3, showing the origins and destinations of the transfers, reveals that the destinations tend to cluster about the axes. Another way of showing that certain locations of superintendencies in Alberta were preferable to others, was by using a formula which combined the observed transfers and tenure of superintendents during the ten-year period. This formula provided an index of desirability. An elaboration of the formula is presented in Appendix A. From the indices derived in this way, the locations of Alberta superintendencies were rated according

TABLE XXXVII

GEOGRAPHIC MOBILITY OF SUPERINTENDENTS WHO TRANSFERRED
DURING THE 1958-1968 PERIOD

Direction of geographic mobility	Number	Per cent
Toward the Edmonton-Calgary, Calgary-Lethbridge axes	38	74.5%
Away from the Edmonton-Calgary Calgary-Lethbridge axes	10	19.6
No change in respect to the axes	3	5.9
Totals	51	100.0

to five categories:

- (1) most desirable
- (2) desirable
- (3) acceptable
- (4) less desirable
- (5) least desirable

Figure 4 shows that the most desirable superintendencies were located in the larger urban areas and the suburban areas adjacent to them. The areas least preferred tended to be those furthest away from the Edmonton-Calgary, Calgary-Lethbridge axes.

To test the reliability of the formula in determining the desirability of certain geographic locations, a panel of six judges was asked to rank the superintendencies according to their desirability as administrative positions. Each member of this panel had had many years of

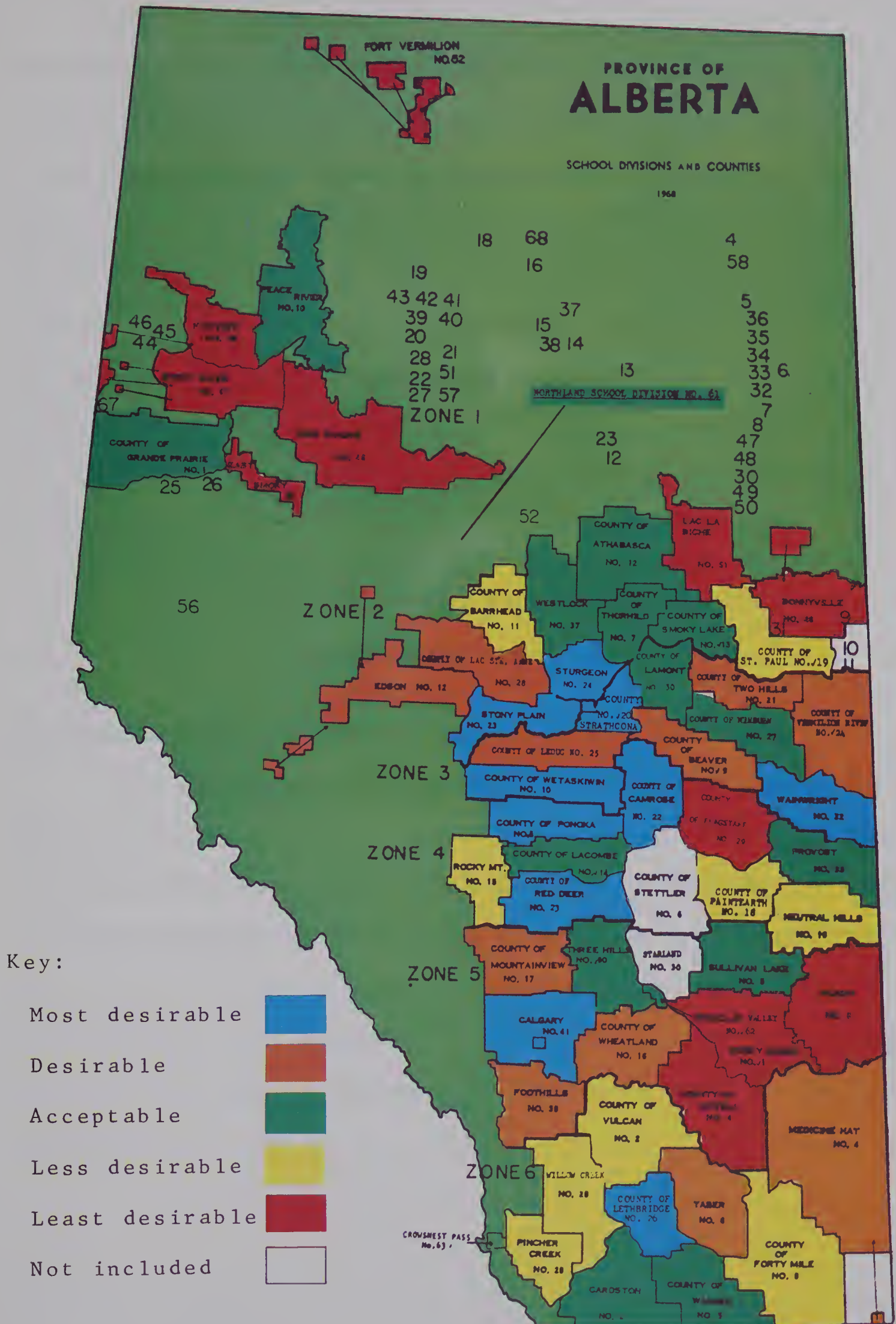


FIGURE 4

DESIRABILITY OF PROVINCIAL SUPERINTENDENCIES (BASED ON SCORES DERIVED FROM THE TRANSFER-TENURE FORMULA)

experience as superintendent and high school inspector, and at the time of this study held a senior position in the Department of Education or at the University of Alberta. The ratings made by the panel of judges concurred with the rankings assigned to eight of the eleven superintendencies ranked as most of least desirable according to the scores achieved on the index of desirability. The placements which were not upheld by the panel of judges were displaced by one or two steps. Complete data on the ratings of superintendencies by the transfer-tenure formula and the panel of judges are given in Tables III and IV in Appendix A.

III. DESTINATIONS OF MEN WHO LEFT THE PROVINCIAL SUPERINTENDENCY 1958-1968

Provincially-employed Superintendents

Table XXXVIII presents a summary of the destinations of seventy-six provincially-appointed men who left the superintendency during the ten-year period. According to this table, 34.2 per cent were promoted to higher positions in the Department of Education. Another 18.1 per cent left to continue their education, while 17.1 per cent retired from their positions. The remaining 30.5 per cent resigned to accept university positions, local appointments, or other positions in the field of education.

TABLE XXXVIII

IMMEDIATE DESTINATIONS OF MEN WHO LEFT THE PROVINCIAL
SUPERINTENDENCY DURING THE 1958-1968 PERIOD

Destination	Number	Per cent
High school inspector	14	18.4%
Other Department of Education positions	12	15.8
Educational leave	14	18.4
University position	6	7.9
Locally-employed superintendent	3	3.9
Locally-employed assistant superintendent	3	3.9
Teacher	2	2.6
Other positions:		
Edmonton Public School Board	2	2.6
Indian Affairs Branch	1	1.3
Retired	13	17.1
Resigned (destination unknown)	5	6.7
Deceased	1	1.3
Totals	76	99.9

Locally-employed Superintendents

The annual reports contained no evidence that locally-appointed superintendents were hired by the Department of Education to fill higher level positions. The summary of aspirations for future positions presented in Table XXXIX indicated that district superintendents did not expect to receive promotion to positions within the Department of Education. It appeared that retirement, professorships, or appointments

TABLE XXIX

SUMMARY OF THE ASPIRATIONS OF ALBERTA SUPERINTENDENTS

Position	Divisions		Counties		Districts		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
High school inspector	4	13.3%	1	4.0%	-		5	7.3%
Department of Education	5	16.7	3	12.0	-		8	11.6
Locally-employed superintendent	2	6.7	6	24.0	-		8	11.6
Locally-employed supervisor	2	6.7	1	4.0	-		3	4.3
University position	2	6.7	5	20.0	6	42.9	13	18.9
Larger superintendency	5	16.7	7	28.0	2	14.3	14	20.2
Retirement	1	3.3	-		-		1	1.4
Other	3	10.0	-		1	7.1	4	5.9
No response	6	19.9	2	8.0	5	35.7	13	18.9
Totals	30	100.0	25	100.0	14	100.0	69	100.0

to larger superintendencies accounted for most of the destinations of locally-appointed superintendents.

Long-range Career Plans of Alberta Superintendents

Table XXXIX shows that 30 per cent of the divisional superintendents hoped to attain higher positions in the Department of Education while the major proportion of the county personnel (48 per cent) aspired to positions outside the Department of Education. Forty-two

per cent of the locally-employed, district superintendents looked to the universities for future positions. A small proportion of the superintendents in each of the three groups indicated that they were interested in a larger superintendency.

V. SUMMARY

From the information gathered, it was found that the average length of tenure for Alberta superintendents was 3.5 years. For the sub-groups in the sample the longest tenure was found to be among the district superintendents, and the shortest tenure for superintendents of divisions.

The yearly rate of change within the superintendency which included new appointments, transfers, returns and resignations was 21.7 per cent. The percentage turnover seemed to reach maximum proportions every three years.

The destinations of men who had left and aspirations of those in the superintendency were surveyed. There appeared to be a close relationship between planned and actual destinations of the men who leave the superintendency. For the personnel employed by the provincial Department of Education a promotion to a higher position or educational leave accounted for the greatest proportion of the men leaving the superintendency. Locally-employed, district superintendents tended to move to other superintendencies or to university positions.

CHAPTER VII

SUMMARY OF THE FINDINGS, PROPOSITIONS, AND IMPLICATIONS

I. SUMMARY OF THE PROBLEM

The major purpose of this study was to describe the career patterns of Alberta school superintendents. Within this frame of reference the following areas were examined: personal background, professional training and experience, occupational patterns prior to appointment, and tenure within the superintendency. In the course of this study the sample of superintendents was divided into sub-groups based on the type of school administrative unit, father's occupation, and year of appointment. These sub-divisions enabled the researcher to investigate differences in career patterns among the various groups.

The responses of superintendents to Thiemann's "Career Pattern Questionnaire" provided a large proportion of the data. Additional data were obtained from the Department of Education Annual Reports.

II. SUMMARY OF FINDINGS, PROPOSITIONS, AND IMPLICATIONS

This section summarizes the career characteristics of Alberta superintendents, based on data about fathers' occupations, types of professional training and work experiences, tenure within the superintendency and kinds of activities undertaken after leaving the superintendency.

Following each summary are lists of propositions and implications

inferred from the findings of this study. The propositions presented are intended as speculations worthy of further investigation and are not to be taken as predictions based solely on the data presented in this study.

In Table XL, page 82, modal tendencies and means of variables were used to construct a composite picture of the career pattern of the Alberta superintendent.

Personal Background

Summary. During the 1968-69 school year all superintendents in Alberta were males, ranging in age from thirty to sixty or more years, and all except one were married. Although a large proportion of the sample was between the ages of fifty to fifty-nine, the majority was below fifty years of age. Data on their initial teacher training indicated that while most superintendents were native Albertans, 28 per cent came from other provinces and the British Isles.

The highest percentage of superintendents had farm backgrounds. A study of the sample according to year of appointment indicated that the proportion of superintendents whose fathers were farmers tended to remain constant, but the proportions coming from the skilled and unskilled worker categories tended to increase.

The majority of the superintendents earned between \$15,000 and \$19,999 annually and supported an average of 3.8 dependents. Only two superintendents, both locally-employed, earned more than \$20,000 per year.

The propositions which follow are speculations related to the personal backgrounds of superintendents:

Proposition 1. As the population of Alberta becomes more urban,

The proportion of superintendents with rural home backgrounds will decrease.

Proposition 2. As the level of professional training becomes a more important requirement for the position of superintendent, the age range of Alberta superintendents will decrease, and the mean age will be lower.

Proposition 3. As Alberta teaching experience becomes less important, then a greater proportion of the superintendents will be non-Albertans.

Proposition 4. As the number of school systems employing their own superintendents increases, the salary of superintendents will increase.

4.1. As the training and experience requirements of superintendents increase, the salary of superintendents will increase.

4.2. As the number of locally-employed superintendents increases, the selection of superintendents will be based on past performance in coping with problems.

Some implications from the above findings and propositions may be:

Implication 1. Local school boards and Department officials should give greater consideration to the suitability of the candidate's personal background when considering appointments to the superintendency.

Implication 2. Superintendents may need to be hired for specific job requirements and be evaluated on their ability to meet expectations.

Professional Background

Summary. Most Alberta superintendents attended two or three universities where they undertook a mean of 5.3 years of training. Seventy-two per cent received their initial training in Alberta while the remainder obtained their initial teacher education in the provinces of Saskatchewan, Manitoba, Nova Scotia and Ontario. Three of the respondents were educated in the British Isles. An investigation of institutions from which their highest degrees were obtained showed that the University of Alberta and the University of Oregon were named most frequently. The highest percentage of post-graduate degrees were found among district superintendents. Superintendents of districts tended to have studied in a larger number of universities than their provincially-employed colleagues. In the 1968-69 school year a majority of the Alberta superintendents held a graduate degree and more than half of them reported having taken training in educational administration. At the undergraduate level Alberta superintendents chose either mathematics or history as their major. It was noted that 85 per cent of the men appointed during the 1949-1958 period majored in mathematics or science.

The majority of the superintendents had from six to sixteen years of teaching and administrative experience in schools. A minority had seventeen or more years, while a very small group had less than six years of experience in education. Locally-employed superintendents tended to have had a greater number of years of teaching experience than provincially-employed superintendents.

During their tenure in positions at the school level, most of the

superintendents occupied two to four positions.

The findings showed that superintendents varied greatly in the number of years of administrative experience held prior to appointment. Of the 17 per cent who had two or fewer years of administrative experience, two had no administrative experience at all. Most of the superintendents had from three to twelve years of administrative experience and occupied two to seven administrative positions. Superintendents of districts tended to have a greater number of positions and tended to have had more years of administrative experience than superintendents of divisions and counties. Of the 1968-69 population of superintendents those appointed during the 1949-1958 period had a greater number of years of administrative experience, but held fewer administrative positions than those appointed prior to 1949 or after 1958.

The position most frequently held prior to appointment to the superintendency was that of principal in a non-city school. Nine provincially-employed and one locally-employed superintendents were appointed directly from teaching positions. Most of these, however, had undertaken graduate study in educational administration. Very few superintendents have been appointed from a teaching position, a vice-principalship or from a central office position. While the majority of the provincially-employed superintendents came from outside the school system to which they were appointed, the majority of the district superintendents were appointed from within their systems.

The following propositions are speculations related to professional background:

Proposition 1. As Alberta school systems and educational personnel become more cosmopolitan, the proportion of superintendents who obtain their professional training outside Alberta will increase.

Proposition 2. As educational administrative personnel become more cosmopolitan, the proportion of superintendents holding a doctorate degree will increase.

2.1. As school administrators become more highly qualified, the proportion of superintendents who are subject area specialists will decrease and the proportion of administrative specialists will increase.

2.2. As administrative specialization increases, professional mobility within and between positions will increase.

Proposition 3. As administrative specialization increases, the desirability of classroom teaching experience as a criterion for selection of superintendents will decrease.

3.1. As experience in educational administration becomes a more important criterion, the number of administrative positions held by the prospective superintendent prior to appointment will increase.

Proposition 4. As administrative specialization increases, more prospective superintendents will have taken graduate study in educational administration prior to their first appointment.

Proposition 5. As administrative specialization becomes a more important selection criterion, the number of educators who compete for vertical mobility (career-bound versus place-bound) will increase.

Some implications from the above findings and propositions may be:

Implication 1. Agencies employing superintendents may need to review and reorganize their selection and promotion criteria.

Implication 2. Those responsible for the recruitment of superintendents may need to disseminate more exact information about their selection and promotion criteria.

Implication 3. In the future a candidate for the superintendency may need to give more attention to planning his career before entering the field of educational administration.

Occupational Patterns

Summary. More than half of all the superintendents listed teaching as their first work experience; a large proportion (45 per cent) reported initial work experiences ranging from farming to skilled labour. Fifty-seven per cent of the superintendents of districts had initial work experiences in occupations not related to education.

Except for superintendents of districts, most of the superintendents worked in public education during their trial work period. While 43 per cent of the district superintendents were in non-teaching occupations, only four per cent of the county, and 16.6 per cent of the divisional superintendents occupied non-educational positions during the trial work period.

All but two of the total sample of superintendents were in the field of education during their stable period of employment. Fifty-four

per cent of the respondents held school administrative positions during their stable work period.

The two most common job sequences held by superintendents prior to appointment were teacher-principal and teacher-vice-principal-principal. Except for small variations in proportions, these patterns were constant for all superintendents in Alberta. After analyzing the changes in occupational patterns of men appointed during the three time-periods, it appeared that the proportion that had had administrative experience solely as principals was decreasing. There was a tendency for superintendents, especially those appointed in recent years, to have had administrative experience in positions other than the principalship. Eighteen per cent of the men appointed during the 1959 to 1968 period had experience as assistant-superintendents. The modal job pattern for superintendents whose fathers were farmers, clerical and professional workers was teacher-principal-superintendent, while the mode for superintendents whose fathers were laborers, skilled workers and proprietors was teacher-vice-principal-principal-superintendent. When the data were grouped according to farm and non-farm occupation of the fathers of superintendents it was found that the majority of the former group followed the teacher-principal-superintendent pattern, while in the latter group the proportions following each pattern were approximately the same.

The following propositions are speculations related to occupational patterns of superintendents:

Proposition 1. As the number of career-bound educational administrators increases, the proportion of superintendents who had

work experiences in fields outside of education will decrease.

Proposition 2. As administrative specialization increases competition for positions will increase.

Proposition 3. As competition for administrative positions increases the number of different administrative positions held prior to appointment will increase.

3.1. As the number of different administrative positions held prior to appointment increases, the proportion of superintendents who follow the teacher-vice-principal-principal-assistant-superintendent pattern will likely increase and the teacher-superintendent will likely decrease.

Proposition 4. As career lines in educational administration become well defined, the number of career-bound administrators will increase.

An implication from the above findings and propositions may be stated as follows:

Implication 1. The Department of Education and local school boards may need to adopt planned promotion practices in order to hold individuals in the organization and to prepare them for advancement.

Tenure and Changes in the Superintendency

Summary. From the information derived from the Department of Education annual lists of superintendents it was found that the mean tenure for the ten-year period was three years for superintendents of

divisions, three and three-quarter years for superintendents of counties, and four and one-half years for superintendents of districts. The mean annual rate of turnover within the superintendency was 16.7 per cent. The rate of new appointments was 13.5 per cent while the rate of men leaving the superintendency was 13.2 per cent. In transferring from one superintendency to another most superintendents ended up in locations close to the Edmonton-Calgary and the Calgary-Lethbridge axes.

Of the provincially-employed superintendents who left the superintendency, 34 per cent advanced to higher positions in the Department of Education. Eighteen per cent took educational leaves, 17 per cent retired, and the remainder resigned to assume other positions in education. No information on the destinations of district superintendents who left their positions was available. However, the long-range career expectations indicated that most of the district superintendents either planned to retire, teach at the university, or obtain superintendencies in larger school systems.

Future career plans of superintendents showed considerable variation. The majority of superintendents of divisions aspired to higher positions in the Department of Education, while the major proportion of superintendents of counties planned either to remain in their present positions or to leave in order to continue their education. Superintendents of districts were equally divided in their aspirations to stay in their present position or to find a more challenging position in another organization. The positions desired were either a

larger superintendency or a university professorship.

The propositions which follow are speculations related to changes within the Alberta superintendency:

Proposition 1. As the administrative specialization of superintendents increases the length of tenure in a superintendency will decrease and annual rate of turnover of superintendents in the province will increase.

1.1. As the qualifications held prior to appointment increase the number of superintendents taking educational leave will decrease.

Proposition 2. As rural populations decline, the difficulty of staffing rural superintendencies with administrative specialists will increase.

2.1. As rural populations decline the length of tenure in these superintendencies will increase.

Proposition 3. As the number of post-secondary schools in Alberta increases, the mobility of superintendents to college teaching or administrative positions will increase.

Proposition 4. As the number of qualified administrators increases, the age at which superintendents leave their positions will decrease.

Precluding any change in the function and role of the Alberta Department of Education, the implications from the above findings and propositions are as follows:

Implication 1. Rural superintendencies should be centralized.

Implication 2. Men joining the provincial superintendency should

expect to be assigned to the school systems which are somewhat distant from the Edmonton-Calgary and the Calgary-Lethbridge axes.

Implication 3. Precluding any changes in the organization of the Department of Education and the Alberta school systems, it would appear that an average of ten new superintendents annually will be required.

IV. CONCLUSION

This study is part of a larger longitudinal study of all educational administrators in Alberta which is being carried on by Professor F. C. Thiemann, Department of Educational Administration, University of Alberta. The scope of this study includes administrators, ranging from presidents of universities to vice-principals of schools. The findings of this study on the career development of superintendents will be utilized with other such studies to develop a preliminary picture of educational administrators in Alberta and will provide the needed parameters for a more complete investigation.

It is the hope of the writer that this description of the career development of the Alberta superintendent may be useful to those who are interested in a career in educational administration, to those who are responsible for the recruitment of superintendents, and to those who undertake follow-up studies on the career patterns of Alberta superintendents.

TABLE XL
A PROFILE OF THE ALBERTA SUPERINTENDENT

Characteristic	Mode	Per cent of population	Mean
PERSONAL BACKGROUND			
Age	50-59 years	36.2%	
Sex	Male	100.0	
Marital Status	Married	98.7	
Number of Dependents	Four	26.1	3.8
Wage	\$15,000-19,999	49.3	
Occupation of father	Farmer	40.6	
Education of father	4-8 years	40.6	
PROFESSIONAL TRAINING AND EXPERIENCE			
Initial teacher training	Alberta	72.5	
Number of universities attended	Two	42.4	
Years of university training			5.3
Highest degree attained	Master's	58.0	
University where highest degree obtained	U. of A.	72.5	
Major field of study (undergrad.)	Mathematics	29.2	
Post-graduate study	Ed. Admin.	55.1	
Period of graduate study	Prior to appointment	43.5	
Experience in education	13-16 years	30.4	
Experience in administration	9-12 years	30.4	
Number of teaching positions held.	2-4	49.3	
Number of admin. positions held.	2-4	58.0	
Tenure in admin. positions			3.1
Positions held prior to appointment. principal		71.5	
Origin with respect to school system. outsider		81.2	
OCCUPATIONAL PATTERNS			
Initial work experience	Teacher	55.1	
Trial work period	Teacher	65.2	
Stable work period	Principal	42.0	
Job pattern	T-P-S	43.5	
CHANGES IN THE SUPERINTENDENCY			
Tenure			3.4
Geographic mobility	Toward Edmonton-Calgary-Lethbridge axes	74.5	
Destination after leaving superintendency	High school inspector	18.4	
	Educational leave	18.4	
Future aspirations	Another superinten.	20.2	

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APPENDIX A

DERIVATION OF DESIRABILITY SCORES FOR ALBERTA PROVINCIAL SUPERINTENDENCIES

DERIVATION OF DESIRABILITY SCORES FOR
ALBERTA SUPERINTENDENCIES

Transfer-Tenure Formula

Range of net transfers (N_t)	-4 to +4
Range of $N_t + 6^a$	2 to 10
$15/2(N_t)$	15 to 75
Range of mean years of tenure (T)	1 to 10
Range of $5/2T$	2.5 to 25
Range of $15/2(N_t + 6) + 5/2T$	17.5 to 100

The weights used for transfers and tenure were in the ratio of 3:1

Formula:
$$D = \frac{15 (N_t + 6) + 5T}{2}$$

Key: D = Desirability

N_t = net transfers (transfers to minus transfers from a
superintendency)

T = mean years of tenure of the superintendent in given
superintendency during the 1958-68 period.

^a Constant 6 added to eliminate 0 and negative net transfers.

TABLE I

TRANSFERS AND TENURE IN ALBERTA PROVINCIAL SUPERINTENDENCIES 1958-69

District	Transfers:		Net	Mean	Desirability
	To	From	Transfers	Tenure	formula score
Acadia #8	0	1	-1	2.0	43
Berry Creek #1	0	2	-2	2.5	36
Bonnyville #46	0	1	-1	2.0	43
Calgary #41	4	0	+4	2.9	83
Cardston #2	0	0	0	5.0	58
Crowsnest Pass #63			Not included		
Drumheller Valley #62	0	0	0	5.0	58
East Smoky #54	0	2	-2	2.5	36
Edmonton at large			Not included		
Edmonton non-divis.	2	0	+2	5.0	73
Edson #12	1	0	+2	2.5	59
Fairview #50	0	2	-2	2.5	36
Foothills #38	2	1	+1	3.3	61
Fort Vermilion #52	0	3	-3	2.0	28
High Prairie #48	0	2	-2	2.5	36
Lac La Biche #51	0	2	-2	2.5	36
Medicine Hat #4	4	3	+1	3.3	61
Neutral Hills #16	0	1	-1	3.3	46
Northland #61	1	2	-1	3.3	53
Peace River #10	0	0	0	3.3	53
Pincher Creek #29	1	2	-;	3.3	46
Provost #33	0	0	0	10.0	55*
Rocky Mountain #15	0	1	-1	3.3	46
Spirit River #47	0	2	-2	2.5	36
Starland #30			Not included		
Stony Plain #23	1	0	+1	5.0	65
Sturgeon #24	1	0	+1	5.0	65
Sullivan Lake #9	0	0	0	10.0	55*
Taber #6	2	1	+1	2.5	59
Three Hills #60	1	0	+1	2.0	58
Wainwright #32	2	0	+2	2.0	65
Westlock #37	1	1	0	5.0	58
Willow Creek #28	0	1	-1	3.3	46
Athabasca #12	1	1	0	3.3	53
Barrhead #11	0	1	-1	5.0	50
Beaver #9	2	1	+1	3.3	61
Camrose #22	1	0	+1	5.0	65
Flagstaff #29	0	2	-2	2.5	36
Forty Mile #8	1	2	-1	2.5	44

TABLE I (Continued)

District	Transfers:		Net Transfers	Mean Tenure	Desirability formula score
	To	From			
Grande Prairie #1	2	2	0	3.3	53
Lac St. Anne #28	2	1	+1	3.3	61
Lacombe #14	1	1	0	3.3	53
Lamont #30	1	1	0	5.0	58
Leduc #25	0	0	0	10.0	60*
Lethbridge #26	2	0	+2	5.0	73
Minburn #27	1	1	0	3.3	53
Mountain View #17	2	1	+1	3.3	61
Newell #4	1	2	-1	1.7	42
Paintearth #18	0	1	0	3.3	46
Ponoka #3	2	0	+2	2.5	66
Red Deer #23	1	0	+1	5.0	65
St. Paul #19	0	0	0	2.5	51
Smoky Lake #13	0	0	0	3.3	53
Strathcona #20	1	0	+1	5.0	65
Thorhild #7	0	0	0	5.0	58
Two Hills #21	0	0	0	10.0	60*
Vermilion River #24	2	1	+1	2.5	59
Vulcan #2	0	1	-1	2.5	44
Warner #5	0	0	0	3.3	53
Wetaskiwin #10	2	1	+1	5.0	65
Wheatland #16	0	0	0	10.0	60

*Scores adjusted on the basis of whether the incumbent superintendent intends to remain (-5), plans to seek a higher position (-10), or is interested in another superintendency (-15).

TABLE II

DESIRABILITY RATING OF ALBERTA PROVINCIAL SUPERINTENDENCIES
BY THE PANEL OF JUDGES

Superintendency	A	B	C	D	E	F	Score
Acadia #8	-1	-1	-1			-1	-4
Berry Creek #1	-1	-1				-1	-2
Bonnyville #46	-1	-1	-1		-1	-1	-5
Calgary #41	2		2	-1		2	+5
Calgary Non-Divisional			2	-1	2	2	+5
Cardston #2				-1			-1
Crowsnest Pass #63			1	-1			0
Drumheller Valley #62						2	+2
East Smoky #54	-1	-1	-1	-1	-1	-1	-6
Edmonton at large			Not included				
Edmonton Non-Divisional		2	2		2	2	+8
Edson #12							0
Fairview #50		-1			1		0
Foothills #38	2	2	2	1	1		+8
Fort Vermilion #52	-1	-1	-1	-1	-1	-1	-6
High Prairie #48	-1			-1	-1		-3
Lac La Biche #51	-1	-1	1		-1	-1	-3
Medicine Hat #4	2		1	1	-1	1	+4
Neutral Hills #16		-1	-1				-2
Northland #61							0
Peace River #10				1	1		+2
Pincher Creek #29		1	1	1			+3
Provost #33			-1				-1
Rocky Mountain #15		-1					-1
Spirit River #47	-1	-1	-1	-1	-1	-1	-6
Starland #30	-1						-1
Stony Plain #23	2	2	2	1		1	+8
Sturgeon #24	2	2	2		1	1	+8
Sullivan Lake #9				-1			-1
Tabler #6	1	1		2	1	1	+6
Three Hills #60				1			+1
Wainwright #32			1			1	+2
Westlock #27		1	1	2	1	1	+6
Willow Creek #28	2	1		2			+5
Athabasca #12	-1				-1	-1	-3
Barrhead #11				1			+1
Beaver #9			1	2	1		+4
Camrose #22		2		2		2	+6
Flagstaff #29							
Forty Mile #8			-1		-1		-2

TABLE II (Continued)

Superintendency	A	B	C	D	E	F	Score
Grande Prairie #1	1	1	1		2	2	+7
Lac Ste. Anne #28							
Lacombe #14	1			2	2	1	+6
Lamonte #30	1	1			-1		+1
Leduc #25	2	2	2	1	2	1	+10
Lethbridge #26	2	2	2	2	1	2	+11
Minburn #27	1	1					+2
Mountain View #17		1	1		1	1	+4
Newell #4			-1				-1
Paintearth #18			-1				-1
Ponoka #3	1				2	1	+4
Red Deer #23	2	2	2	2	2	2	+12
St. Paul #19	-1						-1
Smoky Lake #13						-1	-1
Strathcona #20	2	2	2	2	2	2	+12
Thorhild #7		1	1				+2
Two Hills #21							
Vermilion River #24	1		-1	2		-1	+1
Vulcan #2		1		1	1		+3
Warner #5							
Wetaskiwin #10	1	2		1	2	2	+8
Wheatland #16	1	2					+3

Key to rating scale: Desirable - 2; Acceptable - 1; not chosen - 0; least desirable - -1.

TABLE III

DESIRABILITY OF PROVINCIAL SUPERINTENDENCIES RANKED ACCORDING
TO THE TRANSFER-TENURE FORMULA

Superintendency	Desirability Score
<u>A. Most Desirable</u>	
Calgary	83
Edmonton	73
Lethbridge	73
Ponoka	66
Camrose	65
Red Deer	65
Stony Plain	65
Strathcona	65
Sturgeon	65
Wainwright	65
Wetaskiwin	65
<u>B. Desirable</u>	
Beaver	61
Foothills	61
Lac Ste. Anne	61
Leduc	61
Medicine Hat	61
Mountain View	61
Wheatland	60
Two Hills	60
Edson	59
Taber	59
Vermilion River	59
<u>C. Acceptable</u>	
Cardston	58
Drumheller	58
Lamont	58
Thorhild	58
Three Hills	58
Westlock	58
Provost	55
Sullivan Lake	55
Athabasca	53
Grande Prairie	53
Lacombe	53

TABLE III (Continued)

Superintendency	Desirability Score
Minburn	53
Northland	53
Peace River	53
Smoky Lake	53
Warner	53
<u>D. Less Desirable</u>	
St. Paul	51
Barrhead	50
Neutral Hills	46
Paintearth	46
Pincher Creek	46
Rocky Mountain House	46
Willow Creek	46
Forty Mile	44
Vulcan	44
<u>E. Least Desirable</u>	
Acadia	43
Bonnyville	43
Newell	42
Berry Creek	36
East Smoky	36
Fairview	36
Flagstaff	36
High Prairie	36
Lac La Biche	36
Spirit River	36
Fort Vermilion	28

TABLE IV
DESIRABILITY OF PROVINCIAL SUPERINTENDENCIES RATED BY THE PANEL
OF JUDGES*

Superintendency	Desirability Score
<u>A. Most Desirable</u>	
Red Deer	12
Strathcona	12
Lethbridge	11
Calgary	10
Leduc	10
Edmonton	8
Foothills	8
Stony Plain	8
Sturgeon	8
Wetaskiwin	8
Grande Prairie	7
<u>B. Desirable</u>	
Camrose	6
Lacombe	6
Taber	6
Westlock	6
Willow Creek	5
Beaver	4
Medicine Hat	4
Mountain View	4
Ponoka	4
Pincher Creek	3
Vulcan	3
Wheatland	3
<u>C. Acceptable</u>	
Drumheller	2
Minburn	2
Peace River	2
Thorhild	2
Wainwright	2
Barrhead	1
Lamont	1
Three Hills	1
Vermilion River	1

TABLE IV (Continued)

Superintendency	Desirability Score
Edson	0
Fairview	0
Flagstaff	0
Lac Ste. Anne	0
Northland	0
Two Hills	0
Warner	0
<u>D. Less Desirable</u>	
Cardston	-1
Newell	-1
Paintearth	-1
Provost	-1
Rocky Mountain House	-1
Smoky Lake	-1
St. Paul	-1
Sullivan Lake	-1
<u>E. Least Desirable</u>	
Berry Creek	-2
Forty Mile	-2
Neutral Hills	-2
Athabasca	-3
High Prairie	-3
Lac La Biche	-3
Acadia	-4
Bonnyville	-5
East Smoky	-6
Fort Vermilion	-6
Spirit River	-6

*Panel members were asked to rate the ten most desirable, ten acceptable, and ten least desirable provincial superintendencies in Alberta.

APPENDIX B

LETTERS AND QUESTIONNAIRE



Edmonton, Alberta
December 5th, 1968

To Whom It May Concern:

I have undertaken to complete Professor F.C. Thiemann's questionnaire which he proposes to use in a Career Pattern Study of Educational Administrators in Alberta. The information which Professor Thiemann will gather through this instrument should provide him with data to arrive at certain insights on the selection and promotion of administrators in this province. Anything that adds to our understanding of the process of recruitment and selection of top executives in the field of education should prove useful to all organizations involved in preparing and employing administrators.

I would encourage you to give Professor Thiemann any assistance that you can in the completion of this study.

January 27, 1969

To Whom It May Concern:

One of the professional responsibilities that school administrators have assumed over the years has been to assist researchers in the advancement of knowledge of their profession. You have continued to contribute time, energy, and knowledge even when at times questioning the duplication of effort and the not too clear purpose of the studies.

The attached questionnaire, however, represents a break from that experience in that this instrument will provide, as a data bank, a number of students and researchers with the baseline data so often requested. While the instrument is primarily designed to be used by students of career patterns, that is, to study the historical growth and development of educational administration in Alberta, it also requests information needed to test a number of hypotheses dealing with complex organizations, succession, and careers.

Some of the findings of this study will be of interest to the Province as in forecasting personnel needs -- a vital factor in the study of human resources. Other findings, it is anticipated, will hold some interest to the Department in that both a historical and a predictive study can provide us and those who follow with a picture of our organizational history and a stochastic view of the future. To the individual administrator, in the Field, the study can be of use in evaluating and assessing the outcomes of different career alternatives.

This entire project has been discussed with Dr. T.C. Byrne, Deputy Minister, Dr. R.E. Rees, Chief Superintendent of Schools, and Dr. H.T. Coutts, Dean of the Faculty of Education who have encouraged us to anticipate your continued demonstration of professional responsibility and cooperation in this effort. Your superintendent has already completed his questionnaire and has been kind enough to give us your name as an administrator in this system.

Thank you for your cooperation.

Department of Educational Administration

University of Alberta

Edmonton, Alberta

The questions that follow are designed to gather information for a research project on career patterns. Questionnaires are being completed by administrative personnel in a variety of settings in different parts of Canada and the United States.

We have asked you to give your name so that a follow-up study can be conducted in two years from this date. The follow-up questionnaire will be devoted to occupational changes occurring in the intervening period. All information will be held in strictest confidence and the responses will be seen only by members of this research project.

Thank you in advance for your cooperation.

Francis C. Thiemann
Associate Professor of Educational
Administration
University of Alberta

Career Patterns Project
form Ia EA

9. What was your father's occupation at the time you graduated from high school _____:
during most of his life?

10. If no form of agriculture was listed in question 9, proceed to question 11. If agriculture was listed, please fill in the following:

- a. Number of acres owned _____; leased _____
- b. Number of full time workers _____
- c. Number of seasonal workers _____
- d. Major crop or stock _____
- e. Approximate annual income _____

11. What year did you finish high school? _____

12. Please list the normal schools, colleges, and universities you have attended in order.

<u>Name</u>	<u>Dates</u>	<u>Major</u>	<u>Minor</u>	<u>Degrees</u>
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

13. Please list in order all work experience you have held for 6 months or longer after leaving HIGH SCHOOL but before receiving your BACCALAUREATE degree

	<u>Position</u>	<u>Organization</u>	<u>Dates</u>
a.	_____	_____	_____
b.	_____	_____	_____
c.	_____	_____	_____
d.	_____	_____	_____
e.	_____	_____	_____
f.	_____	_____	_____

g.	_____	_____	_____
h.	_____	_____	_____
i.	_____	_____	_____
j.	_____	_____	_____

If in the above any of the positions were administrative, place an "X" before the appropriate number. In the spaces below please write the names of your PREDECESSOR and your SUCCESSOR to those administrative positions marked with the "X" in the same order as they appear above.

<u>PREDECESSOR'S Name</u>		<u>SUCCESSOR'S Name</u>	
a.	_____	a.	_____
b.	_____	b.	_____
c.	_____	c.	_____
d.	_____	d.	_____
e.	_____	e.	_____
f.	_____	f.	_____
g.	_____	g.	_____
h.	_____	h.	_____
i.	_____	i.	_____
j.	_____	j.	_____

In the blanks in front of each name of both PREDECESSOR and SUCCESSOR would you please place one of the four letters listed below which best represents the situation at the time.

- A

{

If your predecessor was solely responsible for your selection as his successor, or if you were solely responsible for the selection of your successor.
- B

{

If your predecessor was primarily responsible for your selection as his successor, or if you were primarily responsible for the selection of your successor.
- C

{

If your predecessor was influential in your selection as his successor, or if you were influential in selecting your successor.
- D

{

If your predecessor had no voice in your selection as his successor, or if you had no voice in selecting your successor.

14. Please list in order all the positions you have held after receiving your BACCALAUREATE degree but before receiving the MASTER degree.

	<u>Position</u>	<u>Organization</u>	<u>Dates</u>
_____ a.	_____	_____	_____ - _____
_____ b.	_____	_____	_____ - _____
_____ c.	_____	_____	_____ - _____
_____ d.	_____	_____	_____ - _____
_____ e.	_____	_____	_____ - _____
_____ f.	_____	_____	_____ - _____
_____ g.	_____	_____	_____ - _____
_____ h.	_____	_____	_____ - _____
_____ i.	_____	_____	_____ - _____
_____ j.	_____	_____	_____ - _____

If in the above any of the positions were administrative, place an "X" before the appropriate number. In the spaces below please write the names of your PREDECESSOR and your SUCCESSOR to those administrative positions marked with the "X" in the same order as they appear above.

<u>PREDECESSOR'S Name</u>		<u>SUCCESSOR'S Name</u>	
_____ a.	_____	_____ a.	_____
_____ b.	_____	_____ b.	_____
_____ c.	_____	_____ c.	_____
_____ d.	_____	_____ d.	_____
_____ e.	_____	_____ e.	_____
_____ f.	_____	_____ f.	_____
_____ g.	_____	_____ g.	_____
_____ h.	_____	_____ h.	_____
_____ i.	_____	_____ i.	_____
_____ j.	_____	_____ j.	_____

In the blanks in front of each name of both PREDECESSOR and SUCCESSOR would you please place one of the four letters listed below which best represents the situation at the time.

- A { If your predecessor was solely responsible for your selection as his successor, or if you were solely responsible for the selection of your successor.
- B { If your predecessor was primarily responsible for your selection as his successor, or if you were primarily responsible for the selection of your successor.
- C { If your predecessor was influential in your selection as his successor, or if you were influential in selecting your successor.
- D { If your predecessor had no voice in your selection as his successor, or if you had no voice in selecting your successor.

15. Please list in order all the positions you have held after receiving your MASTER degree but before receiving the DOCTORATE.

	<u>Position</u>	<u>Organization</u>	<u>Dates</u>
_____ a.	_____	_____	_____ - _____
_____ b.	_____	_____	_____ - _____
_____ c.	_____	_____	_____ - _____
_____ d.	_____	_____	_____ - _____
_____ e.	_____	_____	_____ - _____
_____ f.	_____	_____	_____ - _____
_____ g.	_____	_____	_____ - _____
_____ h.	_____	_____	_____ - _____
_____ i.	_____	_____	_____ - _____
_____ j.	_____	_____	_____ - _____

If in the above any of the positions were administrative, place an "X" before the appropriate number. In the spaces below please write the names of your PREDECESSOR and your SUCCESSOR to those administrative positions marked with the "X" in the same order as they appear above.

	<u>PREDECESSOR'S Name</u>	<u>SUCCESSOR'S Name</u>
_____ a.	_____	_____ a. _____
_____ b.	_____	_____ b. _____

_____ c.	_____	_____ c.	_____
_____ d.	_____	_____ d.	_____
_____ e.	_____	_____ e.	_____
_____ f.	_____	_____ f.	_____
_____ g.	_____	_____ g.	_____
_____ h.	_____	_____ h.	_____
_____ i.	_____	_____ i.	_____
_____ j.	_____	_____ j.	_____

In the blanks in front of each name of both PREDECESSOR and SUCCESSOR would you please place one of the four letters listed below which best represents the situation at the time.

A { If your predecessor was solely responsible for your selection as his successor, or if you were solely responsible for the selection of your successor.

B { If your predecessor was primarily responsible for your selection as his successor, or if you were primarily responsible for the selection of your successor.

C { If your predecessor was influential in your selection as his successor, or if you were influential in selecting your successor.

D { If your predecessor had no voice in your selection as his successor, or if you had no voice in selecting your successor.

16. Please list in order all the positions you have held after receiving your DOCTORATE.

	<u>Position</u>	<u>Organization</u>	<u>Dates</u>
_____ a.	_____	_____	_____ - _____
_____ b.	_____	_____	_____ - _____
_____ c.	_____	_____	_____ - _____
_____ d.	_____	_____	_____ - _____
_____ e.	_____	_____	_____ - _____
_____ f.	_____	_____	_____ - _____
_____ g.	_____	_____	_____ - _____

h.	_____	_____	_____
i.	_____	_____	_____
j.	_____	_____	_____

If in the above any of the positions were administrative, place an "X" before the appropriate number. In the spaces below please write the names of your PREDECESSOR and your SUCCESSOR to those administrative positions marked with the "X" in the same order as they appear above.

<u>PREDECESSOR'S Name</u>		<u>SUCCESSOR'S Name</u>	
a.	_____	a.	_____
b.	_____	b.	_____
c.	_____	c.	_____
d.	_____	d.	_____
e.	_____	e.	_____
f.	_____	f.	_____
g.	_____	g.	_____
h.	_____	h.	_____
i.	_____	i.	_____
j.	_____	j.	_____

In the blanks in front of each name of both PREDECESSOR and SUCCESSOR would you please place one of the four letters listed below which best represents the situation at the time.

- A

{

If your predecessor was solely responsible for your selection as his successor, or if you were solely responsible for the selection of your successor.
- B

{

If your predecessor was primarily responsible for your selection as his successor, or if you were primarily responsible for the selection of your successor.
- C

{

If your predecessor was influential in your selection as his successor, or if you were influential in selecting your successor.
- D

{

If your predecessor had no voice in your selection as his successor, or if you had no voice in selecting your successor.

17. If you were to look for another position at this time, what would you consider to be the three most promising career opportunities open to you? Please list them in order by position and organization. These may be within or outside your present organization.

	<u>Position</u>	<u>Organization</u>
a.	_____	_____
b.	_____	_____
c.	_____	_____

18. If you needed help on a problem related to the primary function of your present position to whom would you go? This person may be either within or outside your organization.

	<u>Name</u>	<u>Position</u>	<u>Organization</u>
a.	_____	_____	_____
b.	_____	_____	_____
c.	_____	_____	_____

II. Background Data

1. If you have been an administrator in any organization before, would you check all the appropriate responses below that apply to your reasons for accepting your present position and for moving from your previous position.

Check all appropriate answers

- _____ a. Better salary in present position.
- _____ b. Better opportunity for salary increase in future.
- _____ c. Better opportunity for advancing my career by moving.
- _____ d. Less pressure than previous position.
- _____ e. Conflict with superiors in previous position.
- _____ f. Failure of superiors or clients to support my program.
- _____ g. Conflict with clients in previous position.
- _____ h. Present position offers a better place to live.
- _____ i. Previous position was expected to be a stepping stone.
- _____ j. Other reasons: _____

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